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ABSTRACT

This multimedia kit provides information and materials for teaching nutrition to middle school students (grades 7 and 8). The kit supports schools' efforts to make school meals healthier and more appealing to students. The materials provide information about the relationships between food, nutrition, growth, and health. The kit speaks directly to adolescents, conveying respect for their power of choice and their increasing control over their own health. It recommends that food service personnel, teachers, and administrators collaborate to present information to students. Each kit contains: 1 videotape; 2 identical posters; 1 set reproducible masters; 1 teacher's guide; 30 identical magazines; and 30 identical student activity guides. The magazines discuss what normal and different mean, serving sizes, healthy snacking, exercise, setting goals, and common teen food and health questions. (SM)

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ED 423 234

yourSELF Middle School Nutrition Education Kit

YourSELF is one of the first Federal information efforts on nutrition and physical activity that speaks directly to adolescents. The Kit, which contains materials for health education, home economics or family living classes, will help 7th and 8th grade students learn to make smart choices about eating and physical activity. The materials convey respect for adolescents' power of choice - and their increasing control over their own health.

Preview the ***yourSELF* Middle School Nutrition Education Kit** (PDF format) by using Adobe Acrobat Reader, and include *yourSELF* in plans for next school year. Or, receive a fax copy of sample pages by dialing (703) 305-0003, selecting 1, and entering your fax and phone numbers.

The Kit, arriving in schools in August 1998, will contain the:

- ***yourSELF* magazine** (30 copies)

  Front and Back Covers - yrslf01.pdf (430 K)
  About YOU/Table of Contents - yrslf02.pdf (211 K)
  Are You Normal? - yrslf03.pdf (103 K)
  Get the Picture - yrslf04.pdf (368 K)
  Feed Me - yrslf05.pdf (248 K)
  What's a Serving, Anyway? - yrslf06.pdf (127 K)
  Snack Attack - yrslf07.pdf (91 K)
  Move It! - yrslf08.pdf (105 K)
  Just For You - yrslf09.pdf (87 K)
  What's Your Goal? - yrslf10.pdf (204 K)

- ***yourSELF* student workbook** (30 copies) 203K
- **teacher's guide** 192K
- **duplication masters** of student workbook and additional materials 619K

- **video**
- **poster - Power of Choice**
- **ideas for linking cafeteria and classroom**

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DEPARTMENT OF AGRICULTURE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20250

Dear Cafeteria Manager:

It is with great pride that I present the U.S. Department of Agriculture's groundbreaking nutrition education kit--yourSELF--**especially developed and produced for middle-school-aged students.**

The kit was also designed with YOU in mind. It supports your efforts to make school meals healthier and more appealing to students. These new materials, created by USDA's Team Nutrition, provide information about the relationship of food, nutrition, growth, and health--information that students need in order to appreciate and choose the healthier meal options you're offering.

YourSELF is one of the first Federal information efforts on nutrition and physical activity that speaks directly to adolescents. The kit, which contains instructional materials for health education, home economics, or family living classes, will help 7th and 8th grade students learn to make smart choices about eating and physical activity. The materials convey respect for adolescents' power of choice—and their increasing control over their own health.

We are asking you to meet with your principal to determine which teacher would be most appropriate to use the materials. We hope you will deliver the kit to that teacher, and take the opportunity to talk about working together--and with the principal and physical education teacher--to bring the information to life. The cafeteria is a wonderful learning laboratory, and a team approach exemplifies the critical connection between nutrition, physical activity, and health.

To help you carry the classroom's nutrition messages into the lunchroom, we are enclosing a poster to display in the cafeteria and a "startup" list of classroom/cafeteria links. (These items are also included in the teacher's kit.) We know that you, your staff, and other school colleagues will have many more ideas that are just right for your unique school and community.

We thank you for your leadership in promoting nutrition for our children. We look forward to great success as we take another step together toward a healthier future for all Americans.

Sincerely,

Shirley R. Watkins

Shirley R. Watkins
Under Secretary
Food, Nutrition and Consumer Services

SPO 38160

AN EQUAL OPPORTUNITY EMPLOYER

MULTIMEDIA	Image or other media information available
NAL CALL NO	»Kit no.512
Gov Doc No.	A 98.2:N 95/9/KIT
Title	»YourSELF [kit] : middle school nutrition education kit for teachers.
Publisher	Washington, D.C. : U.S. Dept. of Agriculture, Food and Nutrition Service, 1998.
Description	1 videocassette, 2 identical posters, 1 set reproducible masters, 1 teacher's guide, 30 identical magazines, 30 identical student activity guides ; in container 29 x 22 x 10 cm.
Access Info.	http://purl.access.gpo.gov/GPO/LPS2041
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Other Author	»United States. Food and Nutrition Service.
Abstract	Assists teachers in introducing basic nutritional concepts to middle school students.

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Link the Classroom and the Cafeteria

Together, the classroom and the cafeteria can bring to life the important messages in *yourSELF*. Here are some ideas for reinforcing the cafeteria's role in each of the *yourSELF* topics. Your school's health teachers, cafeteria manager and students can brainstorm more ideas.

Are You Normal?

- Health teachers and the school cafeteria manager can jointly sponsor an art/essay contest to get students thinking about how school meals feed body and mind - and contribute to overall good nutrition, health, energy, and learning. The theme might be "The Power of Choice." Teachers can give extra credit, and the cafeteria manager can display entries in the cafeteria and hallways, and give an appropriate prize.

Feed Me!

- Display a chart that shows how the daily menu selections relate to the Food Guide Pyramid.
- Students can partner with the cafeteria manager to display the healthy eating advertisements they create in class near the menu boards. Ask the team coaches to display health advertisements at school athletic events, too.
- Display an appealing sample of a healthy meal each day—include some interesting ethnic food choices.

Snack Attack

- Offer fruits, vegetables and whole grain healthy snacks for activities on school grounds - and actively promote them.
- Encourage students to conduct an "environmental assessment"—to identify snack foods that are convenient and available, and contribute to meeting their food group requirements. This will help students and adults recognize what influences food choices each day and make them more aware of healthy options.

Move It!

- Begin the day with breakfast and a motivational, entertaining physical activity. Invite student leaders, athletes, cheerleaders, physical education teachers or special clubs to demonstrate or lead aerobic activities.
- School cafeteria managers, health teachers, and physical education teachers can collaborate on activities that promote good nutrition and physical activity, learning and good health. Your partnership will reflect the positive relationship between good nutrition, physical activity and learning.

Just For You

- Introduce students to community nutrition resources by setting up Rap Sessions in the cafeteria with a local nutritionist at breakfast or lunch time. Students can get some advice on nutrition—like how to make healthy eating choices in the cafeteria and how much food and physical activity makes sense for their height and weight.
- Urge students to check out nutrition websites. Encourage their computer skills, and motivate them to be educated school meal customers.

What's Your Goal?

- Set up a system for getting input from students on school meals. Offer opportunities to taste-test foods, plan menus, and work with staff in the kitchen. Use the student ideas to enhance the cafeteria meals.
- Get students and adults to work together to make sure healthy eating messages are supported by the food sold in vending machines, a la carte meal offerings and snack bars.
- Bring foodservice staff, teachers, parents and the community together for a Health Fair or other event that makes it fun to learn about nutrition and physical activity. Students can help plan activities and contribute to the event.

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TEACHER'S GUIDE

yourSELF

Introducing the *yourSELF* Nutrition Education Kit

Welcome to *yourSELF*...

This program was developed as part of the Team Nutrition initiative to help students in grades six through nine understand how their decisions about eating patterns and physical activity today can affect the way they grow and their health for years to come.

The United States Department of Agriculture (USDA) launched Team Nutrition in 1995 to support schools in serving healthier school meals and helping students develop healthy eating behaviors. Team Nutrition provides training and technical assistance for teachers and school food service professionals, as well as entertaining, motivational nutrition education for children and their families. Team Nutrition involves schools, families, and communities in innovative and exciting ways to improve the health of America's children.

The *yourSELF* kit will help you introduce new information to your students, reinforce what they already know, and help you work with your students to develop the "how-to" skills they need to make appropriate eating and physical activity choices now and in the future. Brainstorm with your Cafeteria Manager on ways to link the cafeteria and the classroom so students can use their new knowledge in the cafeteria.

THE KIT INCLUDES

- A **Teacher's Guide** which covers:
  - How to use the *yourSELF* Kit
  - Discussion guide for the video: *The Making of a TV Spot* (11 minutes)
  - Learning objectives and activities for *yourSELF* magazine and student guide
  - Discussion guide for the video: *Choosing yourSELF* (12 minutes)
  - Optional enrichment activities
- ***yourSELF* Magazine** (30)
- ***yourSELF* Student Activity Guide** (30)
- **Videocassette** containing three segments
- **Duplications Masters** for:
  - Student Activity Guide, BMI Chart
  - Enrichment Handouts, song lyrics
  - "Link the Classroom and the Cafeteria"
- **Poster** *The Power of Choice*

yourSELF Learning Goals

Students will learn

- The food they eat affects their growth.
- They are responsible for what they eat.
- They are responsible for their level of physical activity.
- They can set goals and make decisions to improve their health.

*The **Food and Nutrition Service web site** contains a copy of the **yourSELF Teacher's Guide, Student Magazine** and **Student Activity Guide**, as well as additional special pages with games and activities for your students. Check out:*

http://www.usda.gov/fcs/team.htm

How to Use the *yourSELF* Kit

Because each educational setting is unique, this kit is designed to be flexible. Although instruction suggestions are included, incorporate these nutrition education tools into your curriculum to reflect your educational needs.

Step One

Show Opening Video: "You Are What You Choose: The Making of a TV Spot."

For maximum impact, begin by showing the video, *You Are What You Choose: The Making of a TV Spot.* Its goal is to capture your class' attention and motivate your students to learn more about nutrition and physical activity. This video runs approximately 7 minutes. A discussion guide is included to assist you.

Step Two

Introduce the *yourSELF* Magazine and Student Activity Guide.

Have students explore the role of nutrition and physical activity in growth, energy, and health using the *yourSELF* Magazine and Student Activity Guide. The Teacher's Guide will help you reinforce the concepts and give you ideas for optional "hands-on" activities your students can do on their own. The Student Activity Guide contains worksheets for students to use to personalize the concepts in the magazine. The activities related to the magazine are designed to take approximately 5 hours of classroom time as a whole.

Step Three

Show Closing Video: "Choosing *yourSELF*."

Show the "Choosing *yourSELF*" video to reinforce the messages explored in the magazine and the Student Activity Guide. This video contains scenarios of adolescents setting goals about making appropriate eating and physical activity choices. It helps answer the question, "Now that I know all this information, what do I *do* with it?" The video runs approximately 7 minutes. A discussion guide is included.

Step Four

Conduct optional enrichment activities.

Finally, this kit includes several "enrichment" activities to help students use their new knowledge every day. You may choose to introduce them to your students as optional or "extra credit" activities they can do in groups or individually.

1 Guide to Opening Video
You Are What You Choose:
The Making of a TV Spot

Run time: approximately 11 minutes

Learning Goals

- **To prepare students for the *yourSELF* magazine.**
- **To excite and motivate students about the importance of making eating and physical activity choices that promote health.**

Suggested discussion questions to ask before showing the video

- Why are the choices we make today important to our good health?
- What are the benefits of healthful eating patterns and plenty of physical activity?
- What happens without them?
- How can you tell if you are eating enough of certain foods or too much of others?
- Which foods should you eat more of? Which ones should you eat less of?
- How do you know how much is enough? Too much?
- How might you encourage your friends to change their eating patterns?
- What would you say to someone to encourage him or her to be more physically active?

Video summary/teaching points

The purpose of this video is to energize your students and prepare them to learn about nutrition and physical activity. In order to maximize the impact of the learning experience around these issues, your students must begin to care about them. This video does not "teach" the nutrition and physical activity messages directly. It is an introduction to the *yourSELF* classroom materials that present new information.

This fast-paced, entertaining video begins with the audition for a television spot called "You Are What You Choose." The cast creates a television spot designed to motivate kids to keep moving and make appropriate eating choices. Peppered with real "kid on the street" interviews, the cast develops messages and reminds its audience "you are what you choose and you choose what you are!" Using "kid-speak" language, the cast decides how to explain to its audience, in a 60-second advertisement, which foods they need to eat plenty of, more of, enough of, and less of. The cast talks about how to tell if you are getting enough physical activity to reap its benefits. They also wrestle with how to make the information easy to understand and relevant to adolescents as they spoof traditional advertisements and corny commercials. Using humor, music, some startling statistics, and lots of style, the video ends with the final product – the finished television spot!

Viewers become involved and interested as the teens in the video face the challenge of educating their peers about nutrition. This video and its messages are particularly compelling because the teens must find the answers for themselves. The answers come from teens, not adults.

Suggested discussion questions to ask after showing the video

- Can the choices you make affect your growth, development, and health?
- How much control do you have over the physical activity and food choices you make?
- Where do you get the information you need to make these choices?
- What was the message of the television spot?
- How did the cast of the television commercial determine its key messages?
- Do you think the advertisement would work to get kids to eat better and stay active?
- What would you have done differently if you were part of the cast?

2 *yourSELF* Magazine and Student Activity Guide

Early adolescent years (ages 11 to 14) mark a period of rapid change — in growth and life in general. Yet, young people experience these changes in ways that are unique and often dissimilar. Their chronological age may or may not match their social and physical development. These changes and differences among peers make growth a primary and common concern.

For most young adolescents, growth is a key motivator for making food choices. With their growing independence, teens make many of their own food choices and decisions about physical activity. While many know the benefits of healthful food choices and physical activity, they often need "how-to" skills and motivation to consistently make appropriate eating and physical activity choices. Learning to set goals and implement goal-setting plans offers a positive way for teens to take responsibility for their own food choices, physical activity and health.

Personal values determine many health choices. For this reason, messages in this Teaching Guide and the student materials promote self-assessment and self-responsibility. With the help of these materials, encourage your students to talk to family members about their food choices, physical-activity and growth patterns.

TEAM NUTRITION GOALS

Team Nutrition helps students:

Make food choices for a healthful eating plan by:

- eating a variety of foods
- increasing fruits, vegetables and grain consumption, as needed
- constructing a diet lower in fat
- using the Food Guide Pyramid and the Nutrition Facts label as the basis for making food choices.

Increase or maintain their activity level as needed.

Tips for Using the Materials

- **Encourage students to read and explore the magazine's messages, using the activities in this guide to reinforce the concepts. The "Try This" feature throughout the magazine offers hands-on activities they can do on their own. Keep the magazines as a classroom resource for future use.**
- **Give each student a Student Activity Guide. Make copies as needed.**
- **Encourage students to share the Student Activity Guide with their parents. With the worksheets, they can talk together about the changes and challenges of their growing years.**
- **Allow about five hours of class time to use these learning materials. Students will need about one week to complete their food and physical activity diaries as homework assignments.**

Learning Objectives

- Identify their pattern of growth, weight, and height against objective standards.
- Identify their own eating and physical activity patterns.
- Make changes in their eating and physical activity patterns to promote their growth and overall health.

yourSELF Magazine Pages 2-5

Are You Normal?

LEARNING OBJECTIVES

Students will be able to:

- **Compare height and weight to objective standards.**
- **Plot their growth over time.**
- **Realize that similarities and differences in body size and growth are normal.**

Article Summary/Teaching Points

Changes that accompany the teen growth spurt typically have a significant impact on teens' self image, especially among girls who may feel ill at ease and dissatisfied with their changing bodies. Misperceptions are common.

This article introduces objective reference charts to help adolescents get a clear image of themselves. Throughout this article, students are encouraged to talk to their parents about their growth. Usually height, weight, and body size are similar among family members. If students have additional questions or concerns, tell them to talk with their parents, the school nurse, or other health professional. Most importantly, encourage students to *accept and like themselves* and others for who they are.

Activities

As students track their growth and Body Mass Index (BMI), they'll need to be weighed and measured. Teens are typically sensitive about changes in their growing bodies. Help ensure students' privacy and modesty. Encourage them to take their measurements at home, or in private in the school nurse's office. Remind them that their height and weight measurements just help to estimate how they're growing.

Tracking Growth

- After students look at Janine's and Derek's growth charts, talk about their observations.

  DISCUSS: What conclusions might they draw from the pictures of Derek and Janine with their parents?

  POINT OUT: Girls often grow before boys; teens' growth patterns may be similar to that of their relatives; although their height is at different percentiles, both Janine and Derek fit within the normal height ranges for their age. Teens often grow taller before developing an adult shape.

- Using the growth charts in the Student Activity Guide, have students measure and plot their own height as an assignment.

- Encourage students to record their height (on the charts) two to three times a year to watch their progress.

Figuring Body Mass Index (BMI)

BMI is a new clinical screening tool that uses weight in relation to height to help determine which children may be at risk for being overweight or underweight. About one out of four adolescents may be in the combined categories of "may be overweight" and "may be at risk for overweight." Since adolescents' bodies are changing, they need to know there is uncertainty about being at risk for overweight. Neither BMI nor weight clearly identifies the amount of body fat in an individual. Remember, bigger, more muscular kids aren't necessarily overweight; and tall, slim kids aren't necessarily underweight. Adolescents who may be overweight or underweight need to discuss their growth patterns with a family member, school nurse, or physician.

- Explain that BMI shows their weight in relation to height. It's different from the growth chart that simply plots their height. Point out that learning about BMI helps them to see the wide range of appropriate body sizes, look at their own growth pattern in a realistic way, and feel reassured that their weight for height may be normal for them.

- In class, review how Derek figured his BMI. You might do the math together on the board. (Use a calculator.) Derek weighs 112 pounds, and he's 62 inches tall. Talk about how Derek's and Janine's BMI changed over time.

- Using the worksheet in the Student Activity Booklet, have students privately figure and chart their own BMI as homework—not as a classroom activity.

- To help students verify their BMI calculations, post ***What's Your BMI?*** (p. 6 of this guide) in your classroom. The table only requires students know their height in inches and their weight in pounds. The table is not a substitute for figuring the BMI.

yourSELF Magazine Pages 6-8

Feed Me!

LEARNING OBJECTIVES

Students will be able to:

- **Use the Food Guide Pyramid to analyze their food choices over several days.**
- **Choose mostly foods lower in fat.**

Article Summary/Teaching Points

The article reinforces the role of healthful food choices during growing years. For growth, energy, and overall health, teens need adequate calories and nutrients—including an increased need for calcium, iron, and other nutrients—for growth. Following guidelines from the Food Guide Pyramid helps ensure they get the nourishment they need.

You're in the Know (Introduction) indicates that teens know the basics of healthful eating. Despite familiarity with the Pyramid, many teens don't consume enough of some foods, including fruits and vegetables. Many girls are short on calcium-rich foods, and most teens need to eat foods lower in fat and sugars.

No matter what a teen's BMI, the eating guidance is generally the same. All adolescents should eat at least the minimum number of servings from each food group each day. Additional amounts of food to satisfy hunger also should be selected from the major food groups. Lower-fat foods, and those with little sugar, are the best choices for almost everyone. Since the energy needs of adolescents vary tremendously, eating foods with some fat and sugar may be beneficial for very active adolescents and those who may be underweight.

Enjoying food contributes to an overall healthful eating style. Focus on "good news" food messages, for example, "Try different foods for their great tastes," and "Eat all kinds of food, just go easy on the amounts."

While some foods provide more nutrients for their calories (or energy) any food can contribute to the day's total intake. Assure teens that there's no one food or meal pattern that's better than any other. It's what they eat overall that counts. Encourage their respect for individual food preferences, nutrient and energy needs, and styles of eating. Positive messages reinforce positive attitudes and healthful eating habits.

Getting to Know the Pyramid

- Discuss the basics of healthful eating presented in ***Feed Me***.

  ASK: What's important to you? How do your current food choices fit into the Pyramid? How can you eat in a healthful way? Why is healthful eating so important, especially now, while you're growing?

  DISCUSS: How much do you need from each food group? Why? Why are you advised to "eat less" of some foods? Why "eat enough," "eat more" or "eat plenty" of others?

  POINT OUT: The Pyramid is a guideline to help people eat enough of a variety of foods. Growing teens typically have bigger appetites.

- Review the continuum of foods in each food group on the chart in ***Feed Me*** — from least to most fat per serving.

  ASK: Why are you smart to choose foods lower in fat more often?

  POINT OUT: Everyone needs fat in moderate amounts. But eating too much in your overall eating plan over time contributes to health problems—such as heart disease and some cancers—later in life. For the amount of fat or other nutrients in one serving of most foods, refer them to the Nutrition Facts panel on food labels. ***Nutrition Facts*** in the magazine shows examples.

Measuring and Estimating Serving Sizes

Most teens are unfamiliar with the visual volume of Pyramid servings. Involve students in showing serving sizes for liquid and dry foods. Use measuring cups, glasses, plates, and other equipment.

Serving size visual cues:

deck of cards	=	3 ounces of meat
ping pong ball	=	1 ounce of hard cheese
baseball	=	1 medium fruit or 1 cup of lettuce or cereal
12 ounce glass	=	2 servings of juice or 1-1/2 serving of milk

Where Do Hard-to-Classify Foods Fit?

There's no need to classify every food. The fact that potato chips are vegetables and cookies are made from grains is unimportant. They are both higher-fat foods. Encourage teens to choose less often higher-fat foods and foods with sugars (from every food group). No foods need to be eliminated from a healthful way of eating. *How much of* and *how often* any food is consumed make the difference.

Taking Apart a Combo Food

- Review ***It's a Wrap.*** As practice, have students decide how many food group servings one slice of pizza provides. Discuss the ingredients: how much, what food group, approximately how many Pyramid servings for each? Does every pizza slice provide the same food-group servings? Why or why not?

Keeping a Food Diary

- After reviewing Janine's Food Diary, have students use the Student Activity Booklet to record what they eat and drink for a day. Point out: a food diary estimates what and how much a person eats during a day. Serving sizes don't need to be exact. It's the big picture that counts. Assure students that it's okay to estimate combination foods.

***yourSELF* Magazine Pages 10-11**

Snack Attack

LEARNING OBJECTIVES

Students will be able to:

- **Choose snacks that contribute to daily food-group servings.**
- **Use food labels to make healthful snack choices.**

Activities

Learning from Labels

- Refer to the three beverage labels in ***Check the Nutrition Facts***.

  POINT OUT: The Nutrition Facts panel on food labels gives specific information on nutrients and calories in foods. Percent Daily Value is based on a 2,000-calorie intake for the day; most teens need a few more calories. These materials promote label reading and using Nutrition Facts to make food decisions. To effectively use the Nutrition Facts panel on a food label, students need more in-depth information. For assistance, contact the Food and Nutrition Information Center, listed on the page 9 of this section.

- Encourage students to bring food labels from their favorite snacks to share and compare.

  DISCUSS: Talk about how students can use their snack choices to help them fill in Pyramid gaps. What information do these labels give about your snacks? How big is each serving? Which of these snacks could you choose for calcium? Iron? Fiber? Talk about other nutrients, too.

***yourSELF* Magazine Pages 12-13**

Move It!

LEARNING OBJECTIVES

Students will be able to:

- **Describe ways they can fit physical activity into their daily lives.**
- **Analyze their physical-activity pattern for a week.**

Article Summary/Teaching Points

For people of all ages, physical activity promotes health. As you work with students, encourage them to live an active lifestyle, rather than focusing only on exercise and working out. Developing habits of everyday activity, such as walking and using stairs, is easier to sustain for a lifetime.

In the later teen years, activity levels often decline, as shown in ***On the Move*** (Introduction). This magazine encourages adolescents to maintain their activity levels. Besides the benefits of physical fitness and energy balance, being physically active feels good and helps teens look their personal best. Teens are encouraged to be physically active to strengthen their muscles. Physical activity also can help reduce body fat. For many teens, however, weight problems are more complex than inactivity alone.

Move It! focuses on the Surgeon General's physical activity guidelines for teens: about 30 minutes of moderate physical activity daily, or 15 to 20 minutes of more intense activity at least three times a week. The Physical Activity Pyramid graphically presents that message and encourages active everyday activities.

Activities

Getting Physical

- Have students list their top ten ways to be active.

Keeping a Physical Activity Diary

- Review Derek's Physical Activity Diary in ***How Do Much Do You Move?***

- Have students use the worksheet in the Student Activity Booklet to record their physical activities for several days or a week.

- Have students evaluate their completed Physical Activity Diary. If they came up short, have them identify ways they could fit more activity into their daily lives.

  REMIND THEM: Any moderate to more intense activity can be okay—being involved in team or school sports isn't necessary.

- As an option, make additional copies of the Physical Activity Diary so that students can record their activities for another week.

  REMIND THEM: Their overall physical activity pattern counts more than what they do for a single day.

***yourSELF* Magazine Pages 18-19**

What's Your Goal?

LEARNING OBJECTIVES

Students will be able to:

- **Set goals for healthful living.**
- **Plan changes in their eating and physical activity patterns to promote growth and overall health.**

Article Summary/Teaching Points

Goal setting helps teens focus on and practice positive health choices — including smart eating and active living — and ultimately take an active role in, and responsibility for, their own health decisions. To help ensure their success, encourage your students to set realistic goals and take small, gradual steps toward healthy living.

What's Your Goal? gives six key steps that help teens identify and achieve their personal goals. To make the process come alive, your students can read how both Janine and Derek set and reached their personal goals. The worksheet in the Student Activity Guide helps students set their own goals and make choices for healthful living.

Activities

Practicing a Team Nutrition Goal

- Explore this goal for students in your class: eat more fruits and vegetables. Then take one simple step to reach that goal.

- As an assignment, have students bring a different fruit, raw vegetable, or juice to class each day for one month to eat later when they're hungry. For example, they might buy a piece of fruit on the school lunch line, or bring carrot and celery sticks from home.

- Keep a list of the wide variety of fruits and vegetables they bring for snacks.

  DISCUSS: It often takes 30 days to develop a new habit; eating more fruits and vegetables is a worthwhile and healthful habit.

Setting and Reaching Goals

DISCUSS: What's important to you? Why? What goal would you like to achieve by the end of this school year? How might you reach this goal? Would it be tough or easy for you to reach? Who could help you?

- Go over the six steps for reaching goals in ***What's Your Goal?*** Then talk about Janine's and Derek's stories, their goals, and how they reached them.

  DISCUSS: Did Janine and Derek have the same goal or plan? Why not?

  POINT OUT: Goal setting helps give you control over your own health decisions; goals and plans for achieving them need to match your needs and lifestyle, not someone else's.

- Have students use the worksheet in the Student Activity Booklet to write their own goal and the steps they'll take to achieve it. Encourage them to choose a goal they can accomplish in a short time and then work to maintain it.

Commonly Asked Questions

Why are there no "good" or "bad" foods?

It's true that some foods may provide more nutrients than others, yet every food consumed makes some contribution to a person's total food intake. That's why there are no "good" or "bad" foods, but there are good and bad patterns of eating. People need to eat a variety of foods every day.

To help teens develop a healthful approach to eating, focus on the positives and stay away from terms such as "junk foods," "bad-for-you foods" or "avoid these foods." Even using terms such as "healthy foods" fuels the "good food, bad food" notion. Help them understand that any food can fit into a healthful pattern of eating.

How can vegetarians get enough protein?

Getting adequate amounts of protein and other important nutrients are not problems for people who consume milk and eggs.

Dry cooked beans, peas, lentils, milk, and eggs are good non-meat protein sources. Those who avoid all foods from animal sources need to learn that other foods can provide important nutrients (such as calcium, iron, zinc, vitamin D and vitamin B12) and how to get enough calories.

Why isn't "dieting" right for young teens?

Dieting to lose weight is not recommended for adolescents. "Don't diet" is counter to the advice given to and from adults, therefore, *it may not be easily accepted.* The "don't diet" message needs to be stressed for all adolescents unless a doctor recommends weight reduction. Trying to lose weight isn't appropriate for most growing adolescents since it deprives the body of needed nutrients.

Teens concerned about body weight (underweight or overweight) need to talk to their doctors or other health professionals about weight management during this time of growth.

Eating disorders, such as bulimia and anorexia, may start with an ordinary weight-loss diet, and they can be influenced by a major life change or trauma. Talk to the school nurse, a social worker or a medical professional if you are concerned about a student.

Why do people need six or more servings from the Bread Group? It seems like a lot.

Energy needs are higher during the teen years than during any other stage of life. Most energy should come from carbohydrates rather than fat. Grain products provide plenty of complex carbohydrates, the body's best source of energy, along with other nutrients and fiber that teens need for health. Pyramid serving sizes may be smaller than what you usually eat. Choose mostly lower-fat foods from the Bread Group.

Do teens need extra protein to build muscle?

No. Two to three servings a day (a total of 5 to 7 ounces) from the Meat Group provide enough protein for the growing years. Foods from the Milk Group are also good sources of protein. Extra protein, like any food beyond what your body needs, can be stored as body fat. More physical activity, not extra protein, builds muscles.

For More Information...

For more educational resources and information on the Food Guide Pyramid, food labeling and other food, nutrition and health issues, contact:

Food and Nutrition Information Center
USDA/National Agriculture Library
Room 304, 10301 Baltimore Blvd.
Beltsville, MD 20705-2351

Tel: 301-504-5719 Fax: 301-504-6409
Internet information and publication requests to fnic@nal.usda.gov
Web site: http://www.nal.usda.gov/fnic

What's Your BMI?

To find your BMI, follow these steps:

- Find your height in inches along the top of the chart.
- From your height, run your finger down to find the line with your weight.
- The place where your height and weight meet gives you your BMI (Body Mass Index).

HEIGHT																											
m	1.24	1.27	1.30	1.32	1.35	1.37	1.40	1.42	1.45	1.47	1.50	1.52	1.55	1.57	1.60	1.63	1.65	1.68	1.70	1.73	1.75	1.78	1.80	1.83	1.85	1.88
(in)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)
WEIGHT																											
kg (lb)																											
27 (60)	18	17	16	16	15	15	14	13	13	13	12	12	11	11	11	10	10	10	9	9							
29 (65)	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	10	10	10	10						
32 (70)	21	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10	10					
34 (75)	22	21	20	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10				
36 (80)	24	22	21	21	20	19	19	18	17	17	16	16	15	15	14	14	13	13	13	12	12	11	11	11			
39 (85)	25	24	23	22	21	21	20	19	18	18	17	17	16	16	15	15	14	14	13	13	13	12	12	12	11		
41 (90)	27	25	24	23	22	22	21	20	19	19	18	18	17	17	16	15	15	14	14	14	13	13	13	12	12	12	
43 (95)	28	27	25	25	24	23	22	21	20	20	19	19	18	17	17	16	16	15	15	14	14	14	13	12	12	12	
45 (100)	29	28	27	26	25	24	23	22	22	21	20	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13	
48 (105)	31	30	28	27	26	25	24	24	23	22	21	21	20	19	19	18	17	17	16	16	16	15	15	14	14	13	
50 (110)	32	31	30	29	27	27	25	25	24	23	22	22	21	20	19	19	18	18	17	17	16	16	15	15	15	14	
52 (115)	34	32	31	30	29	28	27	26	25	24	23	23	22	21	20	20	19	18	18	17	17	16	16	16	15	15	
54 (120)	35	34	32	31	30	29	28	27	26	25	24	24	23	22	21	20	20	19	19	18	18	17	17	16	16	15	
57 (125)	37	35	34	33	31	30	29	28	27	26	25	25	24	23	22	21	21	20	20	19	19	18	17	17	17	16	
59 (130)	38	37	35	34	32	31	30	29	28	27	26	26	25	24	23	22	22	21	20	20	19	19	18	18	17	17	
61 (135)	40	38	36	35	34	33	31	30	29	28	27	27	25	25	24	23	22	22	21	20	20	19	19	18	18	17	

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64	(140)	41	39	38	36	35	34	32	31	30	29	28	27	26	26	25	24	23	22	22	21	21	20	20	19	19	18
66	(145)	43	41	39	38	36	35	34	33	31	30	29	28	27	27	26	25	24	23	23	22	21	21	20	20	19	19
68	(150)	44	42	40	39	37	36	35	34	32	31	30	29	28	28	27	26	25	24	24	23	22	21	21	20	20	19
70	(155)	46	44	42	40	39	37	36	35	33	33	31	30	29	29	27	26	26	25	24	23	23	22	22	21	21	20
73	(160)	47	45	43	42	40	39	37	36	35	34	32	31	30	29	28	27	27	26	25	24	24	23	22	22	21	21
77	(170)	50	48	46	44	42	41	39	38	37	36	34	33	32	31	30	29	28	27	27	26	25	24	24	23	23	22
79	(175)		49	47	46	44	42	40	39	38	37	36	34	33	32	31	30	29	28	27	27	26	25	24	24	23	22
82	(180)		51	48	47	45	44	42	40	39	38	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23
84	(185)			50	48	46	45	43	42	40	39	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24
86	(190)				49	47	46	44	43	41	40	38	37	36	35	34	32	32	31	30	29	28	27	27	26	25	24
88	(195)				51	49	47	45	44	42	41	39	38	37	36	35	33	32	31	31	30	29	28	27	26	26	24
91	(200)					50	48	46	45	43	42	40	39	38	37	35	34	33	32	31	30	30	29	28	27	27	26
93	(205)						50	47	46	44	43	41	40	39	38	36	35	34	33	32	31	30	29	29	28	27	26
95	(210)							49	47	45	44	42	41	40	39	37	36	35	34	33	32	31	30	29	28	28	27
98	(215)							50	48	46	45	43	42	41	40	38	37	36	35	34	33	32	31	30	29	28	28
100	(220)								49	47	46	44	43	42	40	39	38	37	35	35	33	33	31	31	30	29	28
102	(225)								51	49	47	45	44	42	41	40	38	37	36	35	34	33	32	31	30	30	29
104	(230)									50	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31	30	30
107	(235)										49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30
109	(240)										50	48	47	45	44	43	41	40	39	38	36	36	34	34	33	32	31
111	(245)											49	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31
113	(250)											50	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32

Growth Charts in the magazine and student activity booklet are from the National Center for Health Statistics, CDC (revised, 1998)

3 Guide to Closing Video Choosing *yourSELF*

Run time: approximately 12 minutes

Learning Goals

- **To reinforce messages learned from the *yourSELF* activities.**
- **To motivate students to make changes in their eating and physical activity patterns to promote their growth and overall health.**

Suggested discussion questions to ask before showing the video

- Now that we've explored nutrition and physical activity, how can you use what you've learned in your everyday lives (i.e., put knowledge into action)?
- Are there changes you could make in your eating patterns now to help keep yourself healthy all through your life?
- Are there changes in your physical activity patterns you could make now to keep yourself healthy all through your life?
- What are some kinds of physical activity you can do besides organized sports?
- What happens to you when you get hungry? To your mood? To your energy level? To your mind? (Do you get cranky? Spacy? Tired?)

Video summary/teaching points

This video profiles three students facing the challenge of growing into themselves. You may want to show the video as a whole, or stop after each story to open discussion.

The three students profiled are setting and reaching goals that will promote their health in the coming years. They are pinpointing habits and patterns that they want to change, setting goals, and making an action plan so that they can make choices for themselves that promote health. Here are their stories:

■ Abbie

Abbie is an average 12-year-old who is active in school and with friends and family. She is outgoing, plays on the volleyball team, babysits, and works with a tutor two days a week after school to try to bring up her grades. Although she likes lots of different foods, she rarely has time for what she calls "real food." Most often she either misses meals or has a quick fast food snack. When Abbie skips meals, she says she gets "spacy" and tired, and that makes it hard to concentrate on her schoolwork or play well on the team. She's concerned that by grabbing whatever's available (usually foods like fries, soda, or cookies) she is not eating the type of foods to give her all the nutrients she needs to grow and be active.

Abbie and her mom decide to make time to make snacks more nutritious, more convenient and more delicious than the foods Abbie is used to grabbing on the run.

■ Marcus

Marcus is 13 years old, and he loves music. He thinks, eats, and sleeps music, preferring it to all other activities, including eating. His nickname within the family is Bean (a name he'd like to lose), short for Stringbean.

Marcus has always been thin, but lately, he's had a growth spurt and has become even thinner. Now he's concerned that he's getting too thin, and he thinks he should eat better and get some exercise to continue to grow and fill out. But he says sports aren't that interesting to him – never have been. And although he'd like to gain weight, he's not especially interested in food. He doesn't like a lot of foods, and he eats mostly crackers and chips, then skips meals.

Marcus' sister is an athlete herself and helps him learn to try new foods, some of which he even likes! She also helps Marcus figure out how to get some exercise without giving up his music time.

■ Roberto

Roberto is a 13-year-old who is always playing with his family's video camera. In fact, he sharpens his skills by producing and directing his own segment for this video. Roberto likes his younger brother and sister and doesn't complain about watching them. He also spends a lot of time with his grandmother in her kitchen where she cooks his favorite foods.

While in the kitchen with her, Roberto tastes everything. Roberto loves to eat – he says he's hungry all the time. However, he's on the short side, and he's concerned that he's becoming chubby. He notices that the more video he shoots, the less activity he's getting. He seems to be growing out instead of up!

Robby talks with his grandmother and finds out that his father was pretty chubby, too, when he was Roberto's age. And now his dad is a good weight for his height, so Roberto realizes that his "chubbiness" may be part of a normal growth pattern for his family. He decides to be patient but takes some action now, before he gets his growth spurt, to develop an eating plan that will keep him from overeating. He also decides to pay attention to the kinds and amounts of foods he eats and his activity level, becoming what he calls an Action Cameraman, organizing, producing, and participating in a video called, *Backyard Olympics*.

This video is peppered with real "kid on the street" interviews featuring children of all backgrounds and ethnicities from around the country answering questions about eating, nutrition, and physical activity.

Suggested discussion questions to ask after showing the video

- Did anybody in this video say anything you agree with or disagree with?
- Can you relate to what Abbie, Marcus, or Robby were saying and feeling?
- How did each person set and reach his or her personal goal?
- How do you think Marcus felt when he was called "Bean?"
- Do you have a personal goal you want to reach?
- What steps can you take to go about reaching that goal?

4 Optional Enrichment Activities

The following activities are designed to complement and enrich the videos, magazine, and student activity guide and to reinforce the concepts learned. They are great opportunities for use in team teaching and for coordinated activities with after-school programs, clubs, or youth groups. These activities are optional and are intended to be introduced in class but conducted by the students outside class. They can be done in groups or individually.

The activities will help students put their new knowledge into action—much as the featured kids in the Closing Video: Choosing *yourSELF* did. Each of the following activities is provided in two parts: a teacher's guide to help you introduce the activity to the class and a corresponding reproducible handout for you to give to students interested in completing the activity. Each activity was developed to enable students to assess what they eat and how much physical activity they currently get. Then they can create realistic goals and plans for achieving those goals. The estimated times to complete each activity are guidelines only. The time you choose to spend on these activities depends on your instructional needs. Time estimates do not include the time students will spend outside class to complete the activities.

Activity 1
Advertise for Health!

Estimated class time: 40 to 50 minutes

Learning Goals

By creating and producing "health advertisements," students will:

- **Identify key eating and physical activity messages aimed at promoting health.**
- **Encourage peers to make choices for healthful eating and a physically active lifestyle.**

Summary/Teaching Points

No matter what adolescents buy—for example, movies, fashions, magazines, cosmetics, snacks—advertising has a powerful effect on how they spend their money. Some advertisements provide information, while others mainly create a desirable image about a product or service. Teens are well aware of advertising in newspapers and magazines or on TV and radio. However, many other creative advertising strategies reach the teen market, such as Internet postings, promotional items and gimmicks, contests, etc.

Advertising strategies can be used to encourage adolescents to make decisions that promote their health. In Video I: *You Are What You Choose: The Making of a TV Spot*, for example, the cast created a TV spot to motivate kids their age to make health-promoting food and lifestyle choices.

Like the video characters, have students in your class or program create and present their own "advertisements for health." Using messages from *yourSELF* Magazine, they can work individually or in groups to design "ads" aimed at encouraging their peers to choose a healthful eating pattern, a physically active lifestyle, or both. The strategies are up to them. They may choose to create a videotaped or tape-recorded commercial or infomercial, a "walking ad" on a T-shirt, a message on a sports-event banner, or a school menu-board message. In the process, students will apply what they've learned from the *yourSELF* activities to become advocates for health.

Activity 1 Materials

- Have students bring in several ads from teen magazines.
- Activity sheet, "Advertise for Health," reproduced for each student or group of students.
- Copies of *yourSELF* Magazine.
- Art supplies, video camera/videocassette, audiocassette recorder/audiocassette, plain T-shirt, others. *Materials required depend on students' advertising approaches.* These materials may be provided through school, a community program, or home.

SESSION ONE
Exploring Advertising

15-20 minutes

- Introduce the activity using advertisements from teen magazines.

  DISCUSS: What do these ads want you to do? Would these ads convince you to buy the product? Why or why not?

  ASK: What qualities make an advertisement attention-grabbing, appealing, and convincing to you? (Simple message; clever slogan; good graphics; catchy music; meant for the intended audience, such as kids their age.)

  Talk about the advertising techniques used to send the message. Depending on the ads, that may include: (1) slogans or musical jingles to remind you about the product or service, (2) endorsements from famous people, (3) emotional appeals that promise something if you use the product or service, (4) cartoon characters who are recognized as representing the item. What other techniques do the ads use? What other advertising techniques can you think of?

  Discuss how some companies sell products by promoting body dissatisfaction and by implying that by using their product, "you will become more beautiful." Have the students think of some examples, such as acne products, cosmetics, clothing, etc.

Refer to the discussion in *yourSELF* Magazine about how we come in all shapes and sizes and should respect the bodies of others even if they are different from our own. Advertising can have a negative effect on an adolescent's self-image and self esteem. Use this activity to address this problem and discuss how your students can counteract this possibility by becoming more aware of it.

Explore the differences between information ads and image ads: (1) An information ad tells you something. It gives facts. Responsible ads give accurate information and don't twist or misrepresent the facts. (2) An image ad links the advertised product, service, or idea to a lifestyle or feeling you may want, like having fun, feeling good about yourself, or having friends. An image ad may not provide any facts. Are the ads from the teen magazines information ads or image ads? Why?

Creating Health "Ads"

25-30 minutes

- Refer to the *You Are What You Choose: The Making of a TV Spot* video. What made the TV spot that the cast created appealing? What steps did the cast follow to create its TV spot?
- Like the teens in the video, explain that it's now their turn to create an advertisement. Using the steps listed on the activity sheet "Advertise for Health," introduce the process of creating an advertisement. As an entire group:
  - Have students recall key health messages from *yourSELF* Magazine as possible themes for their ads for health.
  - Brainstorm advertising messages and slogans relating to themes that would appeal to kids their age. Encourage the creative, free flow of ideas. Remind students that there are no right or wrong responses in brainstorming; all ideas contribute to the creative process. Point out their responsibility for creating ads with accurate information (i.e., information that's not misleading).
  - Get them thinking about their advertising approach. Brainstorm different places they've seen or heard advertisements. Besides TV commercials or infomercials, radio commercials or print ads, they might list "walking ads" on T-shirts, computerized ads on the Internet...as well as advertisements on buses, cereal boxes and milk cartons, cafeteria table tents, billboards, "souvenir" cups, signs for athletic events, and telephone messages, among others. Explain that the word "media" refers to different forms of communications that advertisers use to get their messages across.
  - Talk about the need to develop ideas before making the advertisement, for example, writing a script before finding the props and recording the ad on a videocassette. Again, remind them to check *yourSELF* Magazine as a resource for accurate information for their advertisements.
  - Encourage students to be creative in acquiring and using equipment, supplies, and props when they produce their ads.
- As an assignment or outside activity, have students make specific plans to create an advertisement, using the activity sheet "Advertise for Health." Provide *yourSELF* Magazine as a resource. Once the ad is planned, have them produce their advertisement for health. Students can work individually or in groups.

SESSION TWO
Launching the "Ad Campaign"

time necessary depends on student presentations

- As a followup activity, have each student or group present their finished "advertisement for health." Together, have them discuss how their ads encourage their peers, and themselves, to make choices for healthful eating and active living.
- (Optional) With students, explore the possibilities of sharing the ads beyond your group. For example, work with school administrators or the media department to broadcast "radio or video spots" on the school's PA system or closed-circuit (in-school) television programming. See if a community radio station or cable TV station will showcase the student-made spots. Partner with the school food service director to include healthy eating ads on the menu-boards. Ask the coach to display an ad banner at a school athletic event. Plan a contest to design a T-shirt ad and use the winning design to make real T-shirts. Sell the T-shirts as a fund-raiser at a community health fair, in the school store, or at school events. You might also choose to find a sponsor to produce and sell T-shirts with the winning health ad.

Advertise for Health!

Every day you see or hear dozens of advertisements. Now it's your turn to plan an attention-grabbing advertisement for health! Your overall goal: to encourage kids your age to make smart eating decisions, stay physically active, or both.

Using this think sheet, jot down your advertising plan. Be creative about getting the message out. And have fun!

■ Pick the theme.

What challenges do you and other teens face when it comes to smart eating or being active? Pick one challenge as the theme for your "ad for health."

■ Brainstorm your message.

What do you want kids to know, think, or do after seeing or hearing your advertisement? Check *yourSELF* Magazine for information.

■ Come up with a clever slogan.

Does the slogan fit the message? Is it simple and attention-grabbing? Pick your best idea.

■ Choose your medium.

How will you get your message across in a TV ad, magazine ad, or some other way?

■ Get started.

On a separate paper, develop your ideas. For example, write the script for your commercial, sketch your magazine ad or banner, or design a T-shirt. Use *yourSELF* Magazine as your fact checker. Attach your ad ideas to this think sheet.

■ Find your resources.

What materials do you need to make your ad? Where will you get them?

■ Do it!

When your plans are done, create your ad for health. Then prepare to show it to the whole group.

■ How did it rate?

How do you know if your ad for health was successful?

Activity 2
Media Madness

Estimated class time: 50 to 75 minutes

Learning Goals

By analyzing and creating segments of a popular television program, students will:

- **Identify how media influences their knowledge and behaviors regarding physical activity and nutrition.**
- **Evaluate nutrition and physical activity messages in the media, especially on television.**
- **Convey appropriate healthful eating and lifestyle choices**

Summary/Teaching Points

Television is both entertaining and educational. Some programs are specifically designed to be educational. However, most of what we "learn" from television is gathered through more subtle messages by the way ideas are shown in entertainment programs. For example, we may perceive from one program that only young, beautiful, thin, and muscular men and women can be lifeguards or that all teens in Beverly Hills are rich and drive their own sports cars. However false these images may be, television has a powerful ability to shape many of our opinions, both about ourselves and about the world around us.

Although most of us have little trouble separating fact from fiction, many adolescents are still forming their ideas and understanding of issues. They are very vulnerable to images in television programming. These images are often subtle, such as most of the images we see about physical activity and nutrition. Many popular television programs targeted to teens portray adolescents who are fairly physically inactive. These characters may watch a lot of television, frequently play video games, or are "couch potatoes." Similarly, many programs show teens who are always eating fast food or families who rarely eat a meal together around a kitchen table.

Activity 2 Materials

- Activity sheets, "Media Madness I" and "Media Madness II," reproduced for each student or group of students.
- Copies of *yourSELF* Magazine.

This activity challenges your students to take a good look at what they see on their favorite television programs, both the overall topic of the show and the *subtle* images about food and physical activity. Then, it asks them to use their creativity and knowledge to improve the way nutrition, food choices, and physical activity are shown by revising either an entire story line or developing small changes in some scenes.

SESSION ONE

Exploring Health Messages on Television

15-20 minutes

- Introduce the activity by asking students what they see the teens or their favorite characters doing in their most frequently watched television programs.

  ASK: What do the characters eat? What physical activities are portrayed, if any? What choices do they make regarding their health?

  Discuss the definition of a plot. A plot is the main story line. Nutrition and physical activity don't need to be part of the plot for a television show to reflect health messages. For example, are characters ever seen eating fruits or vegetables as snacks? Do characters ever go for a run, walk the dog, or play some form of organized sport?

- **DISCUSS:** Choose a television program that you watch regularly. What kinds of health messages does your television program send to adolescents like you? How can your favorite program be changed to reflect health messages?

SESSION TWO

Evaluating Television Programs

25-35 minutes

- As an assignment, ask students to identify a television show and watch at least one episode closely. Tell them to pay attention to the program's content, story line, characters, and topics and to answer the questions on the handout, "Media Madness I."

  Have them write down how nutrition and physical activity are portrayed in the show. Discuss their answers to the following questions, as listed on the handout, "Media Madness I":

  - If the main characters are a family, does the family eat together?
  - If the characters are about the same age as the students, do the characters make their own food choices?
  - What kinds of foods are the characters eating? Do they make appropriate choices?
  - Are they getting physical activity? If so, how?

SESSION THREE

Creating "Healthier" Television Programs

10-20 minutes

- Using the handout "Media Madness II," help students either adapt an episode or create a new episode of their chosen television program.

  Have students brainstorm the health messages the new episode could reflect.

  Ask the students to write a story line for a new episode of the television show focusing on food choices and physical activity. They can also adapt a current story line by changing specific scenes or dialogue. Advise them to use their copy of *yourSELF* Magazine as a resource for the nutrition and physical activity information and tips.

SESSION FOUR

Becoming a TV Star

time necessary depends on student presentations

- As a followup, provide an opportunity for students to present or act out their new or revised television episodes.

Media Madness I

We all have our favorite television programs, but have you ever thought about how what you see on television influences the choices you make in real life? Messages are given to us in many forms, not just commercials. How many healthful choices do you see your favorite television characters make during one episode? The program doesn't have to be about nutrition or physical activity. It may just show people eating or moving.

■ Choose a show.

Program name:

Watch it closely. List the images you see related to nutrition and physical activity below. How could this show have included more healthful choices?

■ Write it down.

Note the following information about your television program:

Plot or Story line:

Characters' physical activities:

Characters' names:

If the main characters are a family, does the family eat together?

Characters' food choices:

If the characters are about your age, do they make their own food choices?

Media Madness II

What if you could influence the choices your favorite characters make regarding healthful eating and physical activity? Well, your chance is here!

The following steps will help you rewrite an episode of your favorite television show to change the way nutrition and physical activity are shown. You may also decide to create an entirely new episode that features these topics. Jot down your notes in the space provided. Use your copy of *yourSELF* Magazine to help you with nutrition and physical activity facts and ideas for your script.

■ Brainstorm your message.

Decide how the television program could be changed in terms of nutrition and physical activity messages. (For example, instead of getting together to watch television after school, maybe the characters could have been shown playing a game outside.) What messages would you like to share?

■ Do it your way!

Adapt the script/storyline or create an entirely new episode. Create new scenes, new dialogue, and new stories. You can even introduce new characters if you choose. Be creative!

■ Show it off!!

Present your script to the class or, if your teacher agrees, act it out!

Activity 3
Create mySELF

Estimated class time: 45 minutes

Learning Goals

By creating their own magazine or newsletter, students will:

- **Write objectively and report on their daily nutrition and physical activity choices.**
- **Present concepts learned from the *yourSELF* program to their peers.**

Summary/Teaching Points

Magazines and newspapers provide us with information about the world and events around us. They also influence the way we see our world by the way ideas are portrayed. Journalism is a great way for students to express themselves and share information and ideas about nutrition and physical activity with their peers and other readers.

This activity will provide an opportunity to discuss how our own understanding and ideas are influenced by what we read. Drawing on what they learned in the *yourSELF* magazine, have students in your class or program create their own fun and exciting magazine or newsletter to share with their peers. Students may want to include their own advertisements, stories, letters-to-the-editor and articles. They can work individually or collaborate with others to report on what they learned and give advice on how to set food choice and personal activity goals.

SESSION ONE
Exploring Magazines and Newsletters

30 minutes

- Introduce the activity using a variety of teen magazines and newsletters.

  DISCUSS with your students the magazines and newsletters they read. Ask: Why do you read these particular publications? Do the publications give good advice? Is there useful information that you can use on a day-to-day basis in the magazine or newsletter? How do you know if the advice can be trusted?

Activity 3 Materials

- Copies of *yourSELF* Magazine
- Copies of teen magazines and newsletters for examples of sections to include (students can bring in their favorite magazines and newsletters)
- Activity sheet "Create *mySELF*"

DISCUSS the format of the various magazines and newsletters. What do the students like best about them? What do they like least? How would they judge the advice columns? The interviews? The articles?

DISCUSS the types of articles in the magazines or newsletters. What types are their favorites? What subjects do they like best (fashion, world events, sports)? Why? Where does the information in the articles come from (interviews, books)? Discuss ways that students can collect reliable information for articles they will write.

You may want to find an article from a magazine about nutrition. Ask your students how the information in the article compares with what they learned in the *yourSELF* magazine.

Creating mySELF

15 minutes

- Encourage students, in small groups or as a whole group, to create their own version of *yourSELF* using the steps in the handout "Create *mySELF*." Their magazine or newsletter can be called *mySELF* or a new name can be chosen. Their magazine or newsletter should reflect what they've learned and how they will apply it to their own lives. Encourage them to be creative.

  DISCUSS: Whom do they want to read their magazine or newsletter? Will they be writing to their peers or do they want adults to read what they've written? Determining their audience will help them decide on the content and tone. It's important to address the needs and interests of the audience. Challenge them to focus their articles on their audience. Brainstorm topics that interest students their age.

  ASK: What do you want your magazine or newsletter to say? What are the messages? How will you convey those messages to your audience?

Get them thinking about their approach and the type of articles they want to include. Discuss how they will convey their messages through interviews. Will they write research articles or advice columns?

In most magazines and newsletters, the table of contents at the beginning summarizes what's inside. Have them create a table of contents as they outline ideas for their magazine or newsletter.

Encourage students to be creative in acquiring and using equipment and supplies for their magazine or newsletter. They can include their own drawings, computer-generated graphics, cut-outs from magazines, etc.

Once planned, have them produce the magazine or newsletter. Remind them to focus on their personal goals and how they are going to take responsibility for their future health.

Have fun!

SESSION TWO
Setting Up a Media Corner
time necessary depends on student presentations

- After the students have completed the activity, ask them to share their magazine or newsletter with their intended audience (classmates, parents). Perhaps they can read an article aloud to the rest of the class or group, or you can display the magazines and newsletters for all to see and read! Together, have them discuss how effectively their "publications" convey health messages.

Create mySELF

Here's your chance to create your own magazine or newsletter. Use the information you learned from *yourSELF* and create your own versions about–you guessed it–YOU! Use pictures from other magazines, drawings, computer graphics, and other ideas to add life to your magazine.

■ Decide on your audience.

Whom do you want to read your magazine? Your friends, your younger brothers and sisters, your parents? Pick one audience for your magazine.

■ Pick a theme for your magazine.

What do you want your audience to know? Is there information from yourSELF you'd like to include? Is there information that wasn't in yourSELF you'd like your audience to know about? What do you want them to know about physical activity? Nutrition? Pick a theme so you can focus your articles on that theme.

■ Choose the types of articles you want to include.

Pick a few different ways to talk to your audience and include them in your magazine or newsletter. Some sections of your magazine or newsletter may include:

- letters to the editor about articles from yourSELF
- a nutrition and physical activity advice column.
- pictures of the Food Guide Pyramid and foods from the Pyramid.
- school menus.
- advertisements.
- your own stories, similar to Derek's and Janine's.
- feature articles.
- photos of friends, family, interviewees, etc.
- research articles.
- interviews with food service personnel, faculty, friends, family, and community leaders

the possibilities are endless!

My magazine or newsletter will include the following sections:

Get started.

On separate paper, develop your ideas for topics your audience is interested in. If you want, work with some of your friends and decide who will create each article or column. Write the table of contents for your magazine.

Find your resources.

What materials do you need to create your magazine (computer graphics, pictures, art supplies, camera)? Whom do you need to interview (food service personnel, teachers, students, principal)? Jot down what you need.

Do It!

When you have finished planning, create your magazine! Conduct your interviews, write your articles, create your ads and prepare to show your magazine or newsletter to the whole class or group.

How did it rate?

Did your audience find it interesting? Did they learn something from your magazine?

Activity 4
Where It's At!

Estimated class time: 70 to 90 minutes

Learning Goals

By conducting an "environmental assessment," students will:

- **describe how their environment directly affects their food choices.**
- **determine how they can influence their surroundings to expand their food choices.**

Summary/Teaching Points

Adolescents are learning that they have the power and responsibility to make healthful choices. But what opportunities do they really have? The options available to them—at school, at home, in the community—influence the food and physical activity choices they make.

This activity will help adolescents become more aware of how their environment influences their decisions. For example, if the school store or vending machine offers only sweets and candy, students may not be able to buy fruit for an afternoon snack. On the other hand, the school breakfast program may offer cereal, low-fat milk, bagels, fruit, yogurt, and juice. This makes choosing a healthful breakfast easy, even if they are strapped for time.

By doing an "environmental assessment," students identify foods (snacks) that are convenient and available to them. This look at their world helps them recognize what influences their food choices each day. In the activity, they also decide how these snack options could contribute food variety (and food group servings) to their eating plan. And they use that information to "flex their muscles" and project how they might expand their snack options for more food group variety—at home, in school, and in places they frequent. They can use this same information to change the way they plan their schedule and lifestyle to make wise food decisions.

Activity 4 Materials

- Copies of *yourSELF* Magazine
- Activity sheets, "Where It's At!: Part I" and "Where It's At!: Part II," reproduced for each student or group of students.
- (Optional) Recent school lunch menu, school breakfast menu, foods in the school store inventory, other food lists from places students get their foods
- (Optional) Menus from area food establishments that students frequent

SESSION ONE
Exploring Your World

30 to 35 minutes

- Introduce the "environmental assessment" activity by discussing what shapes adolescents' choices.

  DISCUSS: Think about one or two foods you ate yesterday. Why did you make those choices? Talk about some of the reasons people choose one food over another, for example, taste, influence of family and friends, convenience and availability, advertising, cost, health, culture, religion.

  ASK: How do you decide what you are going to eat for snacks? For breakfast, lunch, and dinner? Talk about the kinds of foods students' families keep at home to choose from. Review the school menus and discuss the various options offered each day. In what other places do you obtain food? (Vending machines, fast-food restaurants, school store, convenience store, etc.) What foods do you think you can get there?

Conducting an "Environmental Assessment"

10 minutes

- **POINT OUT:** When people want a snack, they often choose convenient and easily-available foods. For ease and convenience, they pick from foods that are in their immediate environment or their surroundings. Sometimes those options contribute plenty of food variety—and sometimes the food options are limited.

ASK: Suppose you have a "hunger attack," what snack options would be quick and easy for you? Let's find out what you have to choose from.

As an assignment or outside activity, have students use the "Where It's At!: Part I" handout to do an "environmental assessment." For one day, they'll log the snack options available to them—at school, at home, and in the community. On the handout, they'll record each option under the appropriate food group to see the variety these food choices provide. Point out that in the school cafeteria they could buy foods at breakfast or lunch to eat later as snacks. Encourage them to use *yourSELF* Magazine for more about the food groups and "combo" foods in the Food Guide Pyramid.

SESSION TWO
Creating a Plan of Action

30-45 minutes

- Once completed, have students use their "environmental assessment" to create plans of action to expand their snack options—or to use their existing options more wisely.

  DISCUSS: There are many ways to improve or expand the options available to you—for all kinds of things, including food and physical activity choices. You just need to understand what your options are—and what you can do to change or make the most of them.

  ASK: Now that you've done your "environmental assessments," you know your snack options.

  - Identify areas that could use some improvement. For example, does the school vending machine offer yogurt, raisins, apples, or juice? Do school menus offer foods to eat later as snacks, perhaps peanuts, fresh fruit, oatmeal cookies, or fruit juice? At home, do you have access to food group snacks such as carrot sticks, raisins, fruit, whole wheat crackers and cheese, salsa with tortilla chips, or milk?

  - **ASK:** What other snack options do you wish were available at home, school or anywhere else? They might talk briefly about their "wish list" and where their "wish list" foods fit on the Food Guide Pyramid.

- Explore how students can make changes. **Ask:** Why can't you get your "wish list" foods now? What might you do to change that—at school, home or anywhere else? To start them thinking, brainstorm a few actions they might take:

  - At school: (1) talk to school food service staff to include specific snack foods on menus or (2) form a student advisory committee to work with the school food service staff or school administration to expand snack choices sold in the school store, vending machines, or other school outlets.

  - At home: (1) ask parents to stock the refrigerator with certain foods or more food variety; (2) help create the family shopping list with a variety of snacking foods; (3) help with family food shopping; (4) help prepare food at home, including snacks to keep on hand; and 5) pack non-perishable, take-along snacks to have when you need one.

- Explore with students: Change often happens with some help from others. **Ask:** Who can help you make the changes you want? For example, who decides what foods are sold in the school vending machine or school store? Who decides what's in your backpack for snacks, or in your kitchen at home? Who decides what's on the school menu? Encourage them to include these people as "change partners" in their action plans.

- Refer to Abbie, a character in the Closing Video: *Choosing yourSELF.* She learned that by paying more attention to her schedule and with better planning, she could eat the foods she wanted when she was hungry—even if she wasn't home. She took control of what she was eating, and didn't have to change her whole lifestyle to expand her options! **Ask:** What can you do to make the most of the snack options you already have?

- Continuing the assignment or outside activity, have students use the "Where It's At!: Part II" handout to make their own specific plans for change. Have them pick the options that work best for them from their "environmental assessment." Then encourage them to work through the steps on the handout for making change.

SESSION THREE
Putting Plans in Action

time necessary depends on student presentations

- As followup, have each student or group of students share the results of their environmental assessments, as well as their action plans for change. Use these plans of action to point out that adolescents can take charge and control of their decisions—and their lives.

- Encourage them to do it!

  - On their own, encourage students to put their individual plans into action. For example, they can go over their plan with their parents and pick a strategy that helps them—and perhaps the whole family—eat the Food Guide Pyramid way!

  - Have students work as a group on one or more strategy. For example, they can work with the school store to sell fresh fruit or set up an advisory committee for the school food service program.

- (Optional) Now that students have the skills to assess their food environment, they might:

  - Use this assessment as a resource for setting nutrition goals in the "What's Your Goal?" activity, which accompanies *yourSELF* Magazine.

  - Repeat this activity, this time looking at their choices for a meal, perhaps breakfast or lunch. Then they can set an action plan to expand their meal options.

  - Create their own questionnaire to assess their options for physical activity, for example, school track, basketball court in the park, skating rink, their own bicycle or running shoes. Then they can develop an action plan for expanding their physical activity options. This assessment is also a useful resource for setting physical activity goals in the "What's Your Goal?" activity, which accompanies *yourSELF* Magazine.

Where It's At!

Part I

Every day you make choices about what you will eat. Options are all around you—at home, at school, at your favorite hangouts—even when you're "starving"!

Just what snack options do you have? Here's your chance to look around and find out. Assess your environment—at school, home, and any other place you like to eat. Write down what you find to snack on. As you do, list each option under its Pyramid food group.

Date:

Snack Options from the ...

	Bread Group	Vegetable Group	Fruit Group	Milk Group	Meat Group	Fats, Oils, Sweets	"Combo Foods"
■ At School...							
School cafeteria							
Vending machine							
School store							
Other _____							
■ At Home ...							
Refrigerator							
Freezer							
Cabinet							
■ Some Other Place ...							
Convenience store							
Fast food place							
Other _____							

BEST COPY AVAILABLE

Where It's At!
Part II

Now you know what your snack options are. These may—or may not— be all the food choices you need. Or maybe you just wish you could snack on something else. Or maybe you're just not making the most of the choices you do have.

This is your chance to put a plan in place to expand your food world, and to get the food group snacks you want or need. Once you have a "wish list" and a plan, you can take action to make change happen!

■ Consider Your Options.

Of all the options you have now, what snacks would you choose today or tomorrow? Check your "environmental assessment." Jot down the best-for-you choices ... and make a note that tells why.

■ Make a Wish List.

What other snack options do you wish you had? Write them here as your "wish list." And jot down where they fit on the Food Guide Pyramid.

■ Plan for Change.

What strategies might you use to make your "wish list" come true ...
.... at home? ... at school? .... any other place?
Write your strategies.

■ Find Partners for Change.

Who can help you ...
.... at home? ... at school? .... any other place?

■ Make a Difference.

Now share your plan of action with your family, friends, teachers, and others who can help you make a difference. And together—do it!

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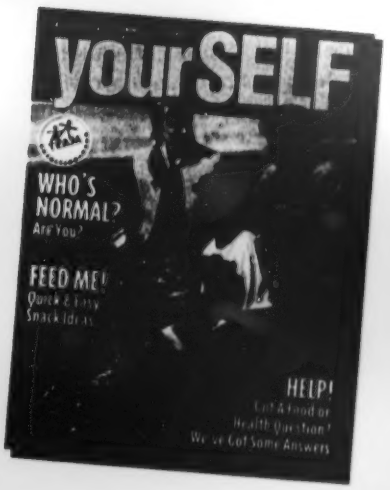
STUDENT ACTIVITY GUIDE

yourSELF

Inside this booklet...



YOU'LL FIND INFORMATION TO HELP YOU GROW INTO YOUR BEST YOU. YOU'LL ALSO FIND ACTIVITIES TO:

- **Track your growth for several years, starting now.**
- **Help you record and check out your eating and physical activity choices.**
- **Help you set your personal goals and plans for healthful living.**

Speak Up!

There's another way you can use this booklet: Talk about it and share it with your family. After all, they may not be familiar with all the information tucked inside these pages.

Believe it or not, the Food Guide Pyramid wasn't around when your parents were in school. And Body Mass Index (BMI) is a fairly new way to look at and measure your body size.

Of course, remember that your parents were teens once, too. Use the booklet to remind them of what it's like to be a teen. You never know, they might have some helpful tips to share with you about how they felt when they were your age.

We're Talking About YOU

Use these tips to make smart choices about eating and physical activities that are right for you. Share these tips with your parents.

- **BE REALISTIC.** Make small changes over time in what you eat and the level of activity you do. Small steps work better than giant leaps.
- **BE ADVENTUROUS.** Expand your tastes to enjoy a variety of foods.
- **BE FLEXIBLE.** Balance what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.
- **BE SENSIBLE.** Enjoy all foods, just don't overdo it.
- **BE ACTIVE.** Walk the dog, don't just watch the dog walk.

U.S. Department of Agriculture • Food and Nutrition Service • 1998

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Are You Normal?

When it comes to your rate of growth, instead of accepting someone's opinion, find out what's normal for YOU. Keep track of your changing body with the help of a Height Chart and Body Mass Index (BMI) Chart. These charts give you a realistic look at your self.

Just the Facts

Before using the Height and BMI Charts, fill in these facts. Ask a family member to help measure your height.

Your age:_____ years
Your height:_____ inches
Your weight:_____ pounds
Your gender:___ girl ___ boy

Before you start tracking your growth, keep these points in mind:

- Height and BMI Charts are estimates and not the only way to judge growth. If you have questions or concerns about your growth, talk to your parents, school nurse, or doctor.
- It's normal to be different. Kids grow at different rates, in different ways. There's no single size, shape or growth clock for everyone.
- Your growth rate is probably similar to others in your family. Ask your relatives if they remember how old they were when they started growing.
- Your height, weight and body shape may be like others in your family, too. People who consider themselves underweight may really come from slim families. Those who think they're overweight may come from either overweight or muscular families.

TRY THIS! Track Your Height

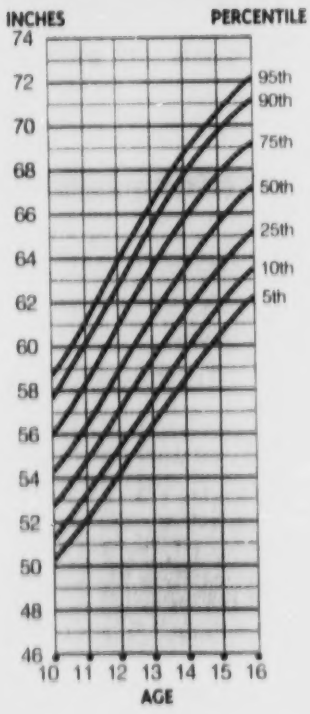
Plotting your height on a Height Chart is one way to see how tall you are and to show how you fit within a wide range of heights for your age.

Do this:

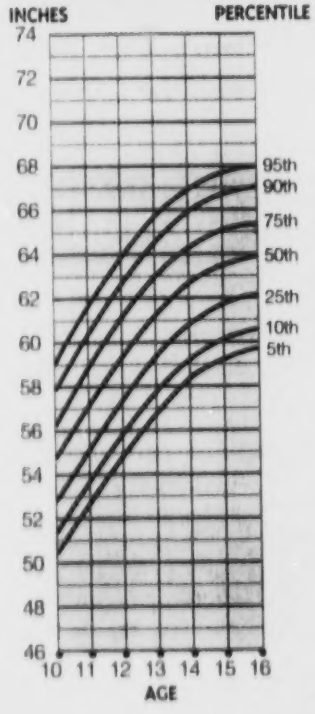
- Find your height in inches along the left side of the chart.
- Find your age along the bottom of the chart.
- Put a dot on the chart where your age and height cross.
- If you know your height a year ago, and two years ago, plot them, too. Then connect the dots. (Ask your parents, school nurse or family doctor for height records.)
- Which percentile line comes closest to your dot? The percentile shows how you compare to an average group of 100 boys or girls your age. If you're near the 50th percentile line, then 49 boys or girls your age are shorter, and 50 are taller.
- How tall might you be as an adult?

REMEMBER **Every person has his or her own pattern of growth.**

Boy's Height Chart



Girl's Height Chart



NCHS/CDC Growth Charts (Revised, 1998)

TRY THIS! What's Your BMI?

Keeping track of your Body Mass Index (BMI) helps you see your body size in a realistic way. To figure your BMI, you need to know your height (no shoes) and weight (without heavy clothes). You may also need a calculator to do the math. Here's how:

Here's how Derek figured his BMI ...
Changed his weight to kilograms — 50.9 kg
Changed his height to meters — 1.6 m
Squared his height — 1.6 m x 1.6 m = 2.56 m²
Figured his BMI — 50.9 kg ÷ 2.56 m² = 20 (rounded)

→ **CHANGE WEIGHT TO KILOGRAMS (kg).**

_____lb. ÷ 2.2 kg = weight in kgs.
(weight in pounds)

→ **CHANGE HEIGHT TO METERS (m).**

_____in. ÷ 39.37 m = height in m.
(height in inches)

→ **SQUARE YOUR HEIGHT IN METERS.**

x = height in m²
(height in meters x height in meters)

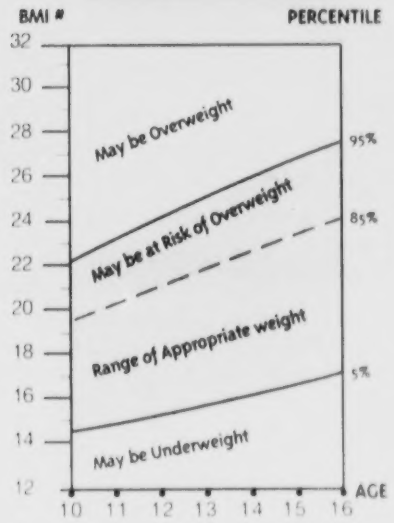
→ **NOW FIGURE YOUR BODY MASS INDEX (BMI).**

÷ = BMI #_____ *(rounded #)*
(weight in kilograms) ÷ (height in meters)²

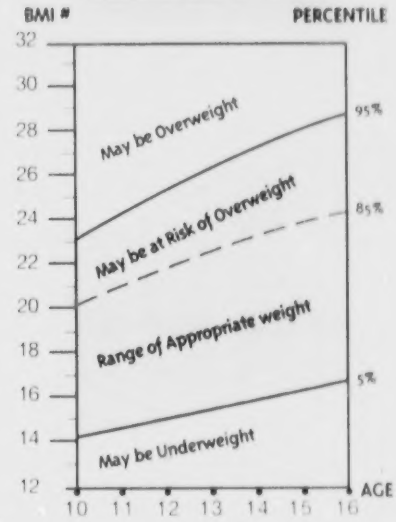
→ **FIND YOUR AGE ON THE BOTTOM OF THE CHART.**

→ **FINALLY, FIND YOUR BMI ALONG THE LEFT SIDE OF THE CHART.**

Boy's BMI Chart



Girl's BMI Chart



SOURCE: CDC Growth Charts: Revised, 1998

So What Do I DO?

No matter where you are on the chart, the advice is still the same:

- **Eat at least the minimum number of Pyramid servings from each group, every day. Don't diet to lose weight.**
- **Be physically active every day.**
- **Talk with your family and a doctor about your growth pattern.**

REMEMBER **The BMI does not measure bone, fat or muscle. Since teen's bodies are changing, it is not clear if some teens may be at risk of being overweight, or are at an appropriate weight. Making food and physical activity choices for a healthful lifestyle is what's important for you.**

Watch Yourself Grow

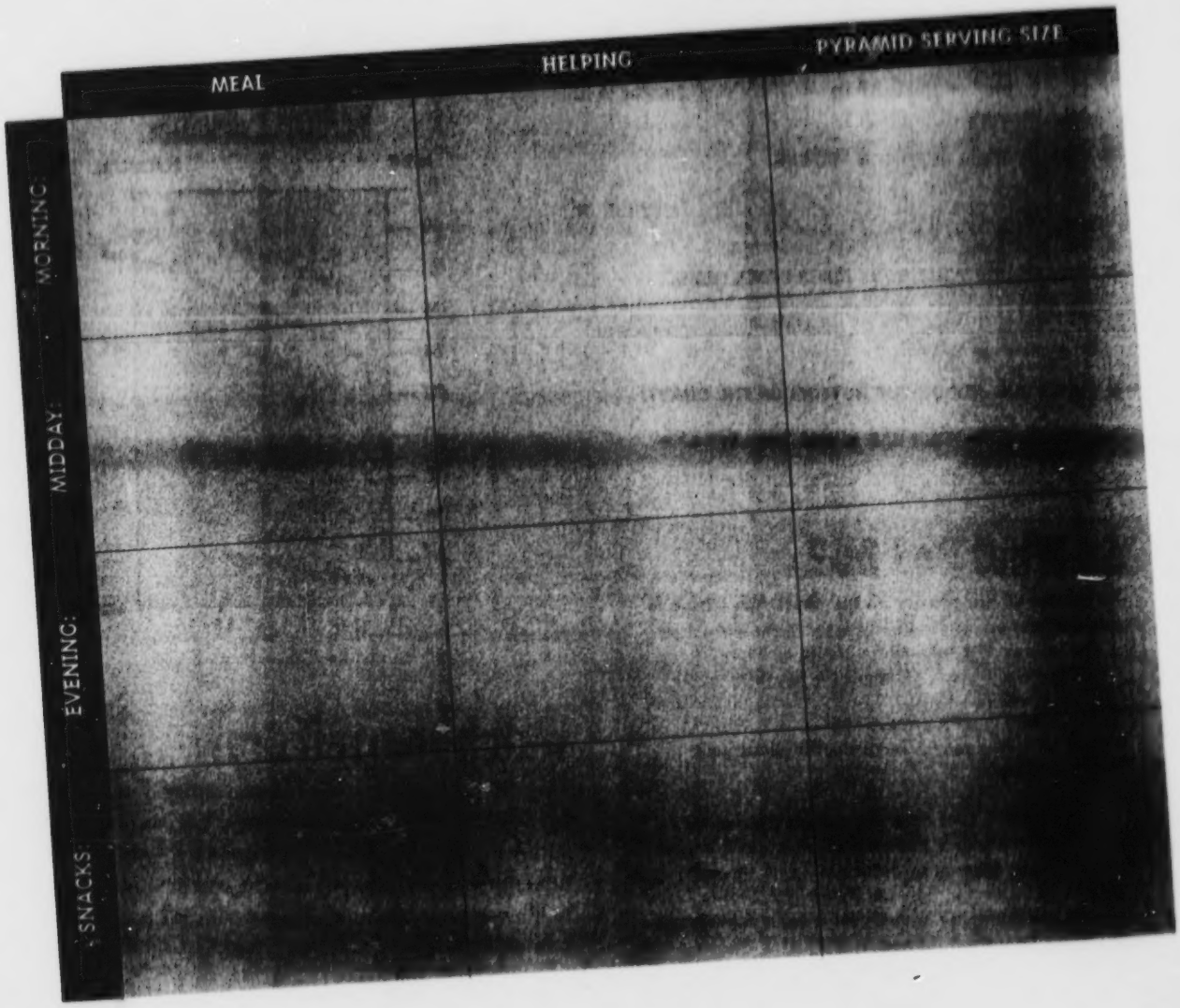
Keep these Height and BMI Charts handy (stick it inside a kitchen cupboard). Ask your family to help you plot your progress two or three times a year (maybe on a regular school holiday or your birthday). Do it a couple times a year and you'll "see" yourself grow.

Feed Me

What did you eat and drink yesterday? How do your food choices stack up to the Food Guide Pyramid? Keep a Food Diary for a day or more to find out.

Keep a Food Diary

- **Meal or snack.** Remember, it's okay to eat snacks, or many mini-meals. Your overall food choices are what counts.
- **What you eat and drink.** Write down everything you eat and drink during a day. Include milk on cereal, cheese or lettuce on a burger, dressing on your salad, and butter or jelly on bread.
- **Your helpings.** Record your helping sizes: how much you put on your plate or pour into your glass. It's okay to estimate, or you might measure if you're not sure.
- **Pyramid servings.** Look at the chart on the next page to help you compare how much you eat to the amount of Pyramid servings you need. You only need to estimate amounts.

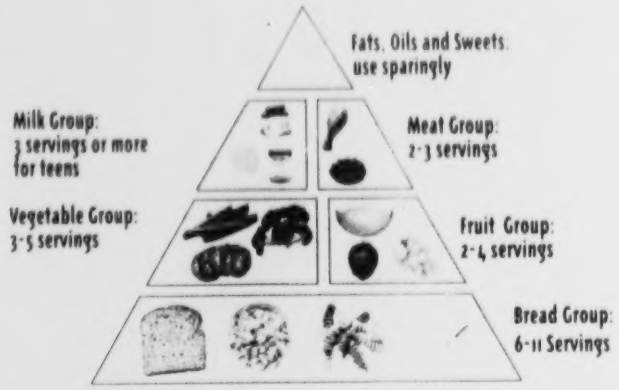


Take a Closer Look

- **Look closely at your Food Diary. How does it stack up against the Food Guide Pyramid?**
- **What food groups, if any, came up short?**
- **Do you need to make some changes?**
- **List two small changes you can make today to eat in a healthier way.**
- **Keep a Food Diary for another day— since what you eat over several days is what counts, not just what you eat in a single day.**
- **Share your Food Diary with your parents. Together, think of ways you could strengthen your personal Food Guide Pyramid.**
- **Make a list of foods you'd like to try. Volunteer to add them to the family shopping list.**
- **Go online to find out more from Team Nutrition. http://www.usda.gov/fcs/team.htm**

Eat to Grow Healthy

The Food Guide Pyramid can help you judge your food choices for the day. For good health, try to eat at least the minimum number of daily servings from all five major food groups. For some food groups you need more servings than others.


Fats, Oils and Sweets: use sparingly
Milk Group: 3 servings or more for teens
Meat Group: 2-3 servings
Vegetable Group: 3-5 servings
Fruit Group: 2-4 servings
Bread Group: 6-11 Servings

How Pyramid Servings Stack Up

Pyramid servings help you estimate how much you're eating. This information can help you judge if you're getting enough of a variety of foods.

	The Food Groups	How Much Is One Serving?	Pyramid Serving
Eat Less	Fats, Oils and Sweets	These foods add extra calories and provide little or no nutrients. Use them in moderation to add flavor to other foods.	use sparingly
	Milk Group	1 cup milk or yogurt; 1 1/2 ounces natural cheese, 2 ounces processed cheese	**3 servings or more for teens**
Eat Enough	Meat Group	1/2 cup cooked dry beans, 2 eggs, or 2 tablespoons peanut butter count as 1 ounce of meat. 2 - 3 ounces cooked lean meat, poultry, or fish count as a serving.	2 - 3 servings
	Vegetable Group	1 cup raw leafy vegetables; 1/2 cup vegetables (cooked or chopped raw); 3/4 cup vegetable juice	3 - 5 servings
Eat More	Fruit Group	1 medium apple, banana, or orange; 1/2 cup fruit (canned, cooked, or raw); 3/4 cup fruit juice; 1/4 cup dried fruit	2 - 4 servings
Eat Plenty	Bread Group	1 slice bread or tortilla; 1 ounce ready-to-eat cereal; 1/2 cup cooked cereal, rice, or pasta; 1/2 bagel, 1/2 hamburger bun, or 1/2 an English muffin	6 - 11 servings

FOOD MODELS courtesy of the National Dairy Council®

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Try It!

Got the munchies? Need to feed? Try these quick 'n' easy snack ideas. Since they're food combos, they count toward servings from two or more food groups.

Ultra-Easy, No-Fuss

CHIPS 'N' SALSA. Open a jar of salsa to nibble with baked tortilla chips. Sliced cucumbers, jicama or summer squash taste great with salsa, too!

FRUIT MIXER. Create your own wild fruit juice. Just mix two or more different juices in one glass. Try pineapple, apple, orange, cranberry, grapefruit, guava, mango, papaya or peach juices.

YOGURT SUNDAE. Top yogurt with berries, nuts, or kiwi fruit.

Easy, Minor Preparation

OATMEAL COOKIE ICE CREAM SANDWICH. Put a small scoop of ice cream or frozen yogurt between two oatmeal cookies. Eat it now or stick it in the freezer for later.

SOUP-ER EASY. Add corn or other chopped vegetables to microwave noodle soup. Heat thoroughly. Top with grated cheese.

PEANUT BUTTER 'N FRUIT-WICH. Layer sliced banana or apple in your peanut butter sandwich. **HINT:** grated carrot tastes good, too.

A Little More Effort

FRUIT SMOOTHIE. Whirl frozen yogurt, milk and fruit in a blender until the mixture is thick and blended. Serve in a tall glass.

SUPER SPUD. Microwave a baking potato. Top with salsa or shredded cheese.

VEGGIE POCKET. Fill pita bread with raw, chopped vegetables and sliced cheese or lean meat. Drizzle a little salad dressing on top.

Let's Eat!

Treat your brain to this puzzle. When you're through, give your brain a break: eat something! Answers page 8.

T D I N H R B E A N S D I O A E A B
C E R E A L A U T N B M I D A T N E
E R E G G S W C O C N I T R P P O T
P I Z Z A F Y T M H T L I O P O S F
E R N W A O E W A E W K Y T L R E E
S O C P A S T A T D I E O L E K T A
D H E E A I A A O D E Z G I R C E S
H U G R A P E S E E A H U O A H B E
M U F F I N D U S R H E R Y O O P E
Y B R O C C O L I C N A T H N P A R
D N I T I O M T E H E G T B H V N E
P I A E C R A C K E R S B U F E C C
K I W I D A I U H E U L T R S C A R
O O S D A N E E T S A H P R Y S K I
S O R H R G E F T E C P N I R E E I
D G O E H E L A S A G N A T I N S D
P E P P E R S T E W N A S O A E E S
T S P E A R O N V E O N S I A O E D

How many words can you find? Hidden within this puzzle are:

THREE MILK GROUP FOODS

THREE MEAT GROUP FOODS

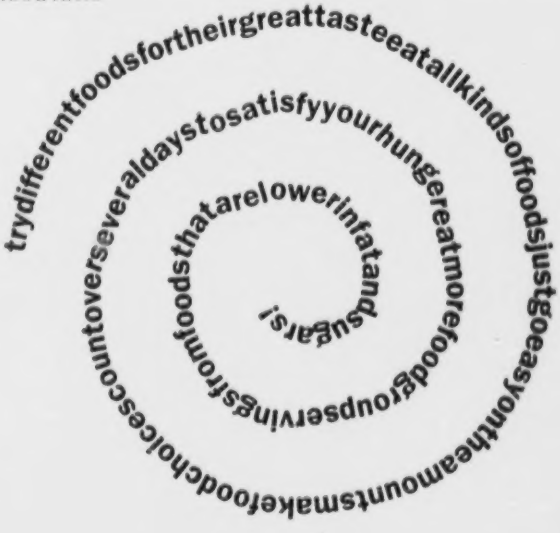
FIVE FRUIT GROUP FOODS

THREE VEGETABLE GROUP FOODS

FIVE BREAD GROUP FOODS

THREE COMBINATION FOODS

Think you're seeing things? Guess again. This puzzle is just for you! All you have to do is unravel its messages. Good luck!



Move It!

Being active helps strengthen bones and build lean muscles. How physically active are you? Keep a Physical Activity Diary for a week or more to find out.

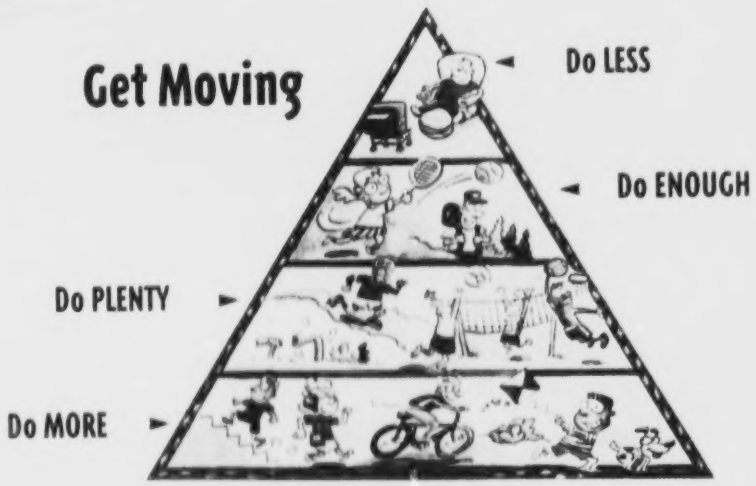
Keep a Physical Activity Diary

- Write down all the moderate and more intense activities you do for a week. Check the Physical Activity Pyramid for activity examples.
- Keep track of all the everyday physical activities you do, too, such as washing the dog or walking to school.
- Jot down how long you do each activity. Even five minutes counts.

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Check It Out

- Look closely at your Physical Activity Diary to see how it matches the advice from the Physical Activity Pyramid.
- Remember: *You should be able to talk, but not sing, as you move.*
- To track your progress, use another sheet of paper to record your physical activities for another week or more.
- Share your Physical Activity Diary with your parents. What activities can you all do together?



How Did You Move?

Did you get at least 30 minutes of moderate activity each day?

Did you get at least 15 minutes of more intense activity, three times a week?

Do you think you're getting enough physical activity? Why?

How can you fit more regular physical activity into your life?

What's Your Goal

Goal setting can help you grow to be your best you. Use this six-step plan to reach your personal goals.

You Can Do It!

1. Set a realistic goal—one that's right for you, not someone else.
2. Make a plan to match your needs. Plan for small, step-by-step changes.
3. Prepare for challenges. Allow enough time for change to happen.
4. Ask for help. Support others as they try to achieve their goals. Share your goal and plans with your family and ask for their help.
5. Give yourself a break if you stray from your plan now and then.
6. Pat yourself on the back to celebrate your success!

Reach Your Goal!

What's Your Story?

STEP 1. What's your goal?

STEP 2. How can you reach your goal(s)? When would you like to reach it (them)?

A.

B.

C.

STEP 3. What are your challenges?

A.

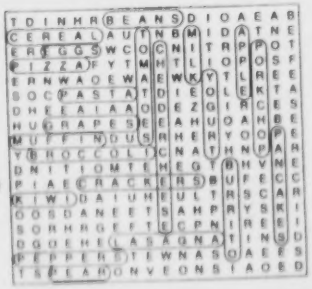
B.

C.

STEP 4. Who can help you? How?

STEP 5. What if you stray from your plan? How will you get back on track?

STEP 6. How will you reward yourself?



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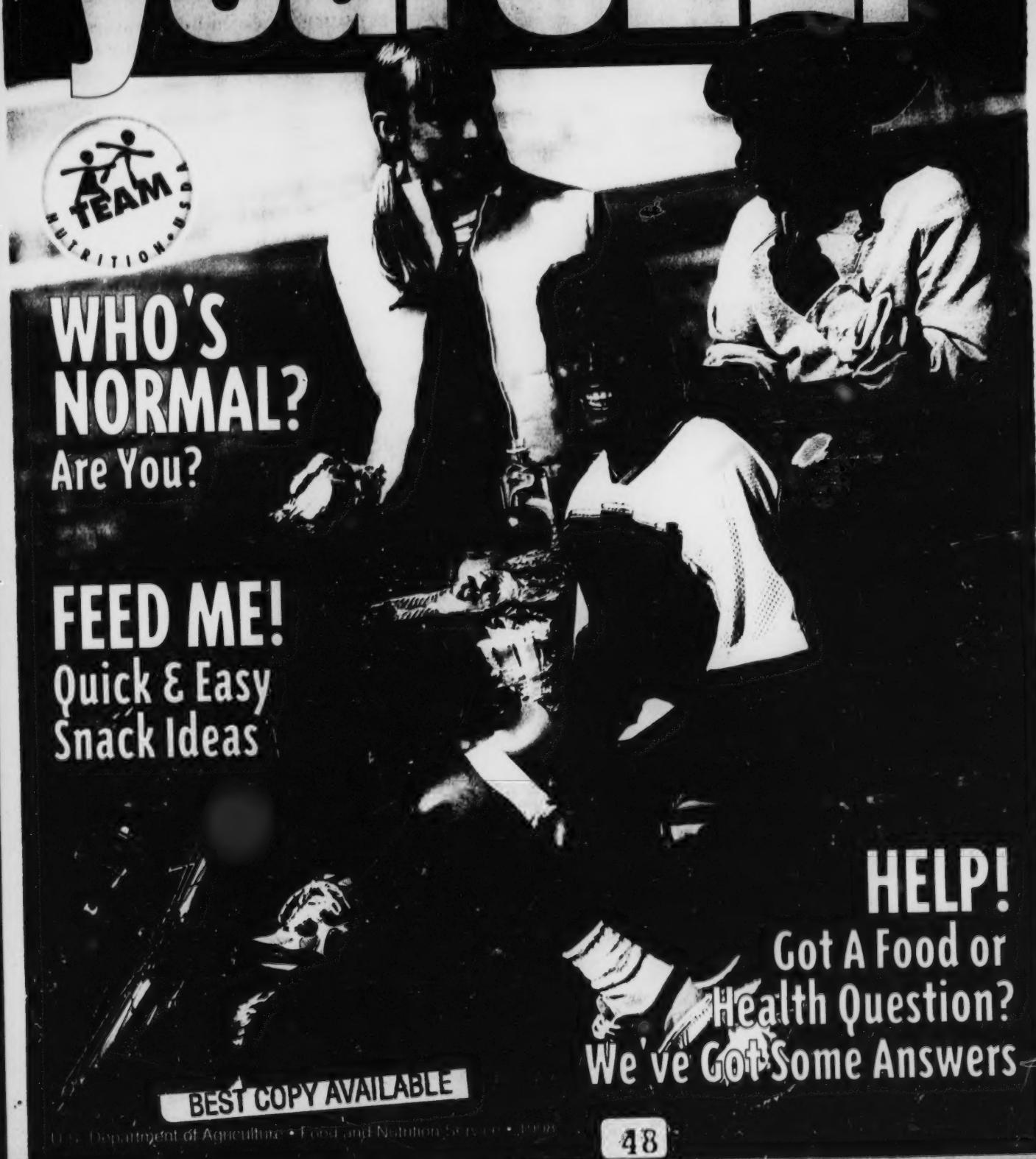
yourSELF



WHO'S NORMAL?
Are You?

FEED ME!
Quick & Easy
Snack Ideas

HELP!
Got A Food or
Health Question?
We've Got Some Answers

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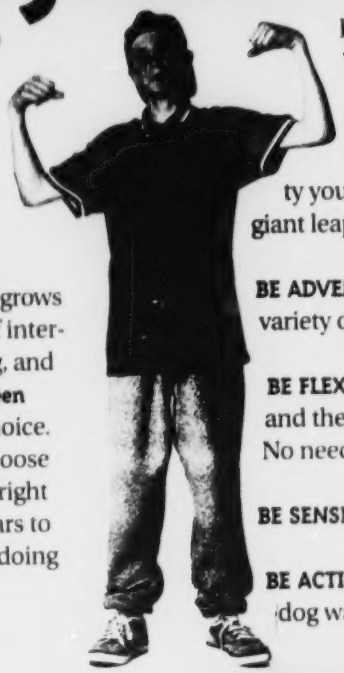
U.S. Department of Agriculture • Food and Nutrition Service • 1998

We're Talking About YOU.

That's right, you. It's no secret that **you're changing.** The way you look, feel, dress, even think about things is probably different now than it was a year or even a few months ago. That's okay. In fact, it's absolutely, positively, perfectly **NORMAL.**

This magazine is all about helping you discover how to **be your best** as your body grows and changes. Inside you'll find all sorts of interesting bits and bites about growing, eating, and being active during your **very important teen** years. But what it all comes down to is choice. It's **your choice** to make the decision to choose the foods and physical activities that are right for your body now and (surprise!) the years to come. This magazine will help you keep doing the right things.

It's easy to get in the habit of making healthful choices that fit your lifestyle. These five tips will help get you started:



BE REALISTIC: Make small changes over time in what you eat and the level of activity you do. Small steps work better than giant leaps.

BE ADVENTUROUS: Expand your tastes to enjoy a variety of foods.

BE FLEXIBLE: Go ahead and balance what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.

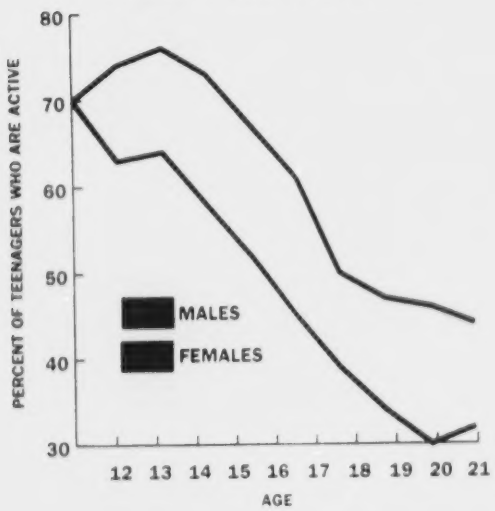
BE SENSIBLE: Enjoy all foods, just don't overdo it.

BE ACTIVE: Walk the dog, don't just watch the dog walk.

You're On The Move!

Here's proof that teens your age are active—but many stop being active as they get older. You need to **keep moving** to keep looking and feeling your best!

Don't Slow Down



Percent of adolescents and young adults who participate regularly in vigorous physical activity.

You're In The Know

Here's how teens from around the country stack up when it comes to nutrition smarts:

98% of teens recognize the importance of eating plenty of fruits, vegetables, and high-fiber foods.

80% can name at least three of the five food groups

65% say eating habits can affect future health

Okay, now how much do *you* really know?

What percentage of girls do you think get ENOUGH calcium?

What percentage of teens your age eat too much fat?

ANSWERS:

Only 30% of girls get ENOUGH calcium.
90% of teens eat too much fat.

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Yesterday you were an ordinary kid. Today, well, you're different.

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Hungry again? Hmm. Snacktoids to the rescue!

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No more excuses. Get off your butt and . . .

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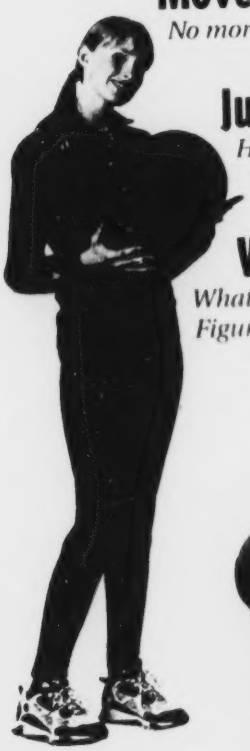
Have a food and health question? Great! We have some answers.

What's Your Goal? 16
What's important to you? Figure it out here.

Team Nutrition is:

an educational initiative—delivered in schools, through the media, at home, and in the community—to motivate and empower schools and families to serve meals that meet the Dietary Guidelines, and to support students in developing a healthy pattern of food choices.



Credits

Intro: © 1996 The Dietary Guidelines Alliance; International Food Information Council; CDC 1992 National Health Interview Survey/Youth Risk Behavior Survey.

p.5: Growth Charts are from the National Center for Health Statistics, CDC (revised 1998) Teaching concept: O'Dea, JNE 28:293A, 1996.

p.12: Activity Pyramid adapted from Park Nicollet Foundation.

Food photographs are FOOD MODELS, courtesy of the National Dairy Council®.

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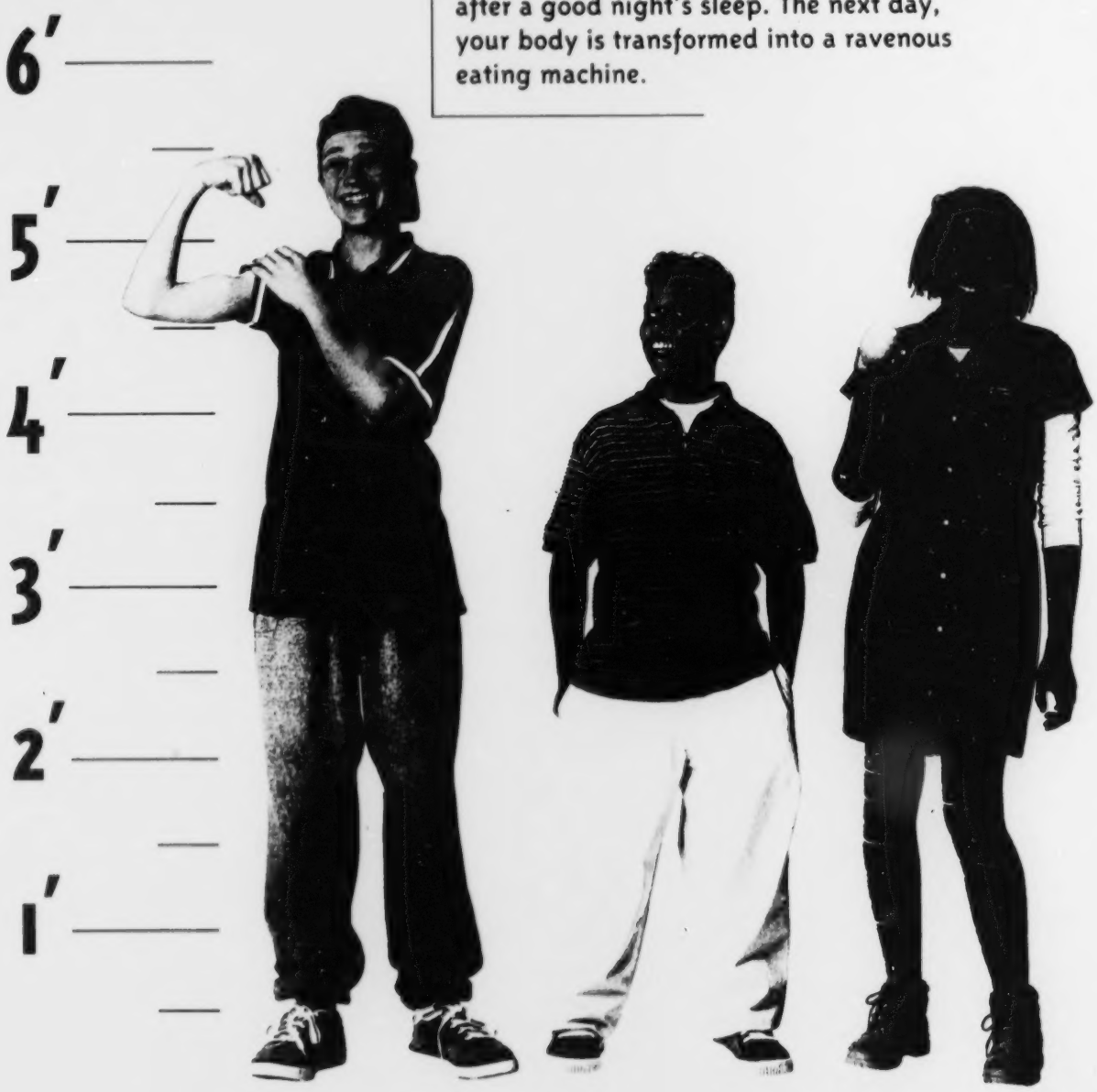
Are You Normal?

They're All Normal

All five of these kids are 13 years old. They vary in size and shape, but that's NORMAL!

Very weird things are happening. One day you're an ordinary kid, minding your own business, eating three meals a day, happy after a good night's sleep. The next day, your body is transformed into a ravenous eating machine.



Your new sneakers shrink as you lace them. Your clothes never fit quite right. Oddly enough, a changing face and body looks back at you in the mirror. Weird.

What gives? You just hit that crazy time in your life called *adolescence*.

That's right, adolescence: when your body gears up for its biggest growth spurt since you were a baby. Hold on to your hat because, by the time it's over, you're likely to be 20 percent taller and 50 percent heavier than you were before it started.

What's going on in your body is perfectly normal. Really. It's all part of transforming you from a kid to a grown-up.

Where Does All That Food Go?

Hungry all the time? Relax. It's just your body's way of saying it needs more fuel for some very important work. You need food to grow. Now, let's quickly look at where all this food is going . . .

. . . To Your Bones

Almost half your adult skeleton forms during your teenage growth spurt. Still wonder why your jeans might be too short and your shoes too tight?

Girls, this is when your hips begin to widen. Your body fat increases as part of maturing. That's normal. And boys, watch out: your shirts might be a little too small as your shoulders start to broaden.

As your bones get longer, they also get stronger. But your body can't build bones by itself. Bones need calcium. Now is a really, really important time for you to eat and drink calcium-rich foods, such as milk, yogurt and cheese. Calcium-fortified fruit juice, spinach, and tofu are among the other foods that provide calcium.

Remember to move, too. Sitting on your butt won't help your bones. Physical activities that carry your weight, such as walking, playing ball, and dancing, help strengthen your bones.

. . . To Your Muscles

Besides stronger bones, physical activity also builds muscles. You need muscles to drag your body out of bed, brush your teeth, carry your books, sit up straight . . . you name it. You can't even blink without using a muscle.

So keep these mighty machines working by feeding them. Muscles need overall good food choices, not just extra protein, to thrive and grow.

. . . To Your Red Blood Cells

Your bones are growing. Your muscles are growing. Along with everything else that's growing, your body is pumping out more red blood cells, too. Of course, you don't even realize it—just another reason why your body is so great.

To keep in tip-top form, your blood cells need iron from food. Healthy blood cells use iron to bring oxygen to all your body cells. Once it's there, your body uses oxygen to make energy.

The Meat Group is loaded with iron-rich foods. So are some vegetables and many enriched grain products. To pump up the iron in your food choices, eat chicken, cooked dry beans, a burger, spinach, whole wheat bread, or fortified cereal.

Girls need more iron than boys do, to replace iron lost through their monthly menstrual flow. Guys and gals, keep your energy levels up. Eat enough iron-rich foods. In fact, eat some today!

Bone Up On Calcium

As bones grow longer, calcium gradually fills in their framework so they grow stronger, too. Calcium is like the cement that fills in the structure of a building. It adds strength—in this case—to the structure of your bones.

Get the Picture

Like the color of your eyes and hair, how you grow is a trait you're born with.

All right, so when will you start (or stop) growing? That depends on your own genetic time clock. One way to get a peek at the "time" is to ask your parents and your family members (aunts, uncles, grandparents, and cousins) when they started growing. Chances are, your clock could be set to a somewhat similar time. If they shot up like a rocket at age 13, you might, too.

Boys and girls are different. Surprised? Girls often start their growth spurt early in their teen years, sooner than boys. For girls, it might last about three years. Boys usually start their growth spurt a little later, mostly towards the middle of their teen years. Then they grow for four to six years.

Like your height, your body type is determined by your genes. Some people have a smaller bone structure; others have a larger body frame. That's another way each person is different.

Again, the best way to get a hint at your own body type is to look at your parents and other relatives and find out what they were like at your age. Hard to imagine, but your parents were kids once, too. Just like you and your friends, they came in all sorts of shapes and sizes.

It's important to remember that as you get older your body will continue to change. It's all right. It's supposed to be that way.

ONLY YOU

There's no one perfect body size. Honest. So don't waste your time trying to look like someone you're not. In fact, it's silly to compare yourself to fashion models, popular athletes, movie stars, or even your best friend. Be yourself. Be proud and happy with who you are. You're unique, and that's what is so great.

TRY THIS!

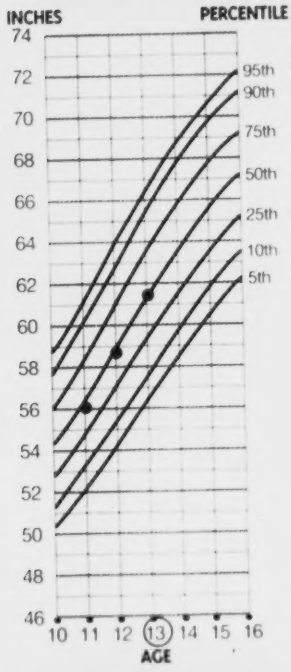
Hey Mom! Hey Dad!

One way to get an idea of what size might be right for you is to look at photos of other family members when they were your age. Ask them when they started their growth spurt. How tall were they? How did they feel as their bodies changed?

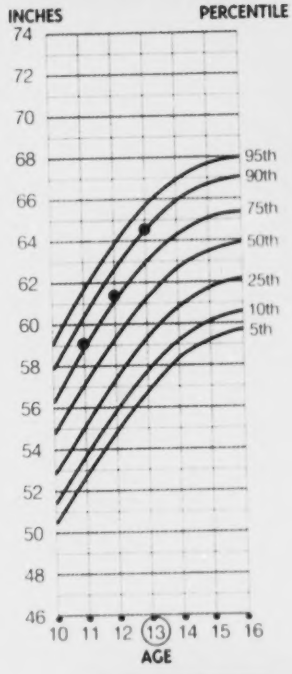
It's Normal to be Different

You can track your growth using a Height Chart and the Body Mass Index Chart (there ar. charts for guys and gals). They both show how *you* compare to *you*—last year and the year before. Plot your growth every six months or so. With a Height Chart, you can even get an idea of where your growth pattern is headed. But, like the bathroom scale, a Height Chart or a BMI Chart won't tell how much body fat, bone, or muscle you have.

Derek's Height Chart



Janine's Height Chart



- **Height Chart:** shows your increase in height from year to year.
- **Body Mass Index (or BMI) Chart:** helps you look at your body size over time, taking both your height and weight into account.

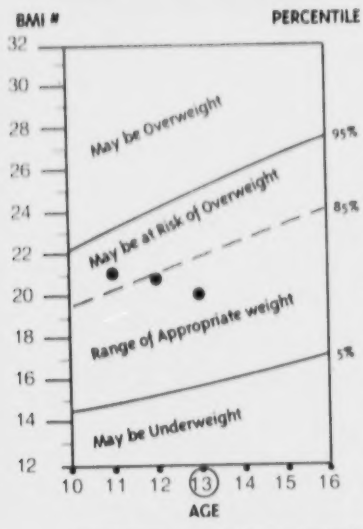
Everyone has his or her own pattern of growth. However your own pattern of growth shows up on the chart, it can be normal for you.

The charts here show how Derek and Janine (shown on page 4) plotted their height and their BMI for three years.

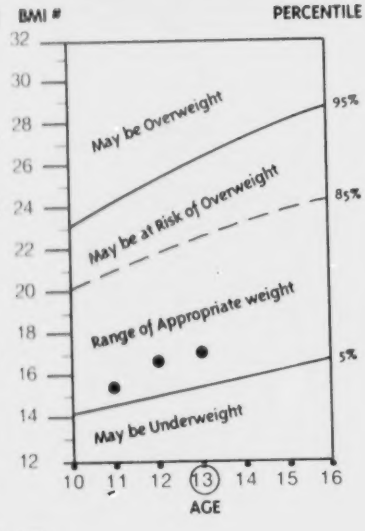
On the Height Chart for their gender . . .

- To mark the chart, they found their height in inches on the left side of the chart and their age on the bottom.
- At age 13, Derek's height is at the 50th percentile; Janine's is at the 90th percentile. That means if Derek lined up as one of 100 boys his age, 49 would be shorter than he, and 50 would be taller. For Janine at the 90th percentile, 89 girls would be shorter and 10 would be taller.

Derek's BMI Chart



Janine's BMI Chart



NCHS/CDC Growth Charts (Revised, 1998)

On the BMI chart ...

- Here's how Derek figured his BMI:
  Changed his height to meters — 1.6 m
  Changed his weight to kilograms — 50.9 kg
  Squared his height — 1.6 m × 1.6 m = 2.56 m²
  Figured his BMI — 50.9 kg ÷ 2.56 m² = 20 (rounded)
- To mark the chart, he found his BMI on the left side of the chart and his age along the bottom.

Track Your Growth

Page 2 of the Student Activity Booklet helps you track your growth pattern using the Height Chart and the BMI Chart. This is a realistic way to see your self. It's not just someone's opinion.

Feed Me

Being a teen means gearing up for change—in how you look, what you do, what you think about, even what and how much you eat!

To be your best, there are a lot of things to think about. Two important things are *what* and *how much* you eat. All foods supply nutrients (substances your body needs to grow, have energy and stay healthy), so *all foods* can be part of a healthful pattern of eating. There are no good or bad foods, but there are good or bad eating patterns. It's the total amount and types of foods you eat over several days that make the difference. Choose a variety of foods for their different combination of nutrients.

For instance, yogurt and milk are great sources of calcium for your bones, while a chicken leg or baked beans deliver iron for your blood. Even foods within a food group have somewhat different nutrients. A mango, for instance, has different nutrients than a banana. So be smart: Enjoy all kinds of food.

LOOK AT THE CHART BELOW. It shows a variety of foods within different food groups. The way the words are written tells you how much fat the food has. (The key will help you figure out which foods have different amounts of fat.) Eat many kinds of foods. Balance out higher fat food choices by eating lower fat foods over several days.

KEY
NO OR LITTLE FAT
Some Fat
Eat LESS
Fats, oils and sweets add extra calories and provide little or no nutrients.
JELLY • POPSICLE • CANDY • SOFT DRINKS
Cake Frosting
FAT FREE MILK • LOWFAT MILK • Reduced Fat Yogurt • Reduced Fat Milk or Cottage Cheese
Eat ENOUGH
low fat dairy foods for calcium and enough lean meats or beans for iron.
YOGURT
COOKED DRY BEANS AND PEAS • LENTILS • Eggs • Baked Fish • No Skin Chicken
ORANGE JUICE • RAISINS • CANTALOUPE • STRAWBERRIES • GRAPES • MANGO • PEACHES
Eat MORE
fruits and vegetables than you're used to eating.
BROCCOLI • BAKED POTATO • SLICED TOMATOES • SWEET POTATO • BELL PEPPERS • OKRA
CEREAL • RICE • PASTA • BREAD • COOKED CEREAL • HAMBURGER BUN • TORTILLA • PRETZELS
Eat PLENTY
breads, cereals, rice, and pasta as your best foods for energy.

FOOD MODELS courtesy of the National Dairy Council®

TRY DIFFERENT FOODS FOR THEIR GREAT TASTES.

Variety

Eating a variety of foods boosts your chances of getting the many nutrients your body needs to grow strong and healthy. Make variety the spice of your life. Try a new food today!

EAT ALL KINDS OF FOOD, JUST GO EASY ON THE AMOUNTS.

Moderation

You don't need to measure everything you eat. However, watching how much you eat helps you see if you're getting enough variety and not overdoing it on any one specific food or food group. Choose foods most often that are lower in fat and sugars.

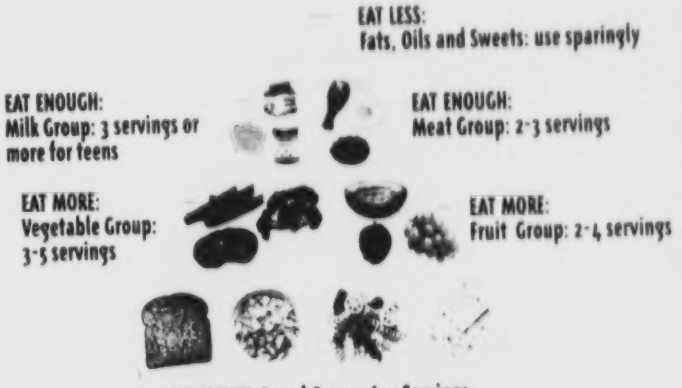
MAKE FOOD CHOICES COUNT OVER SEVERAL DAYS.

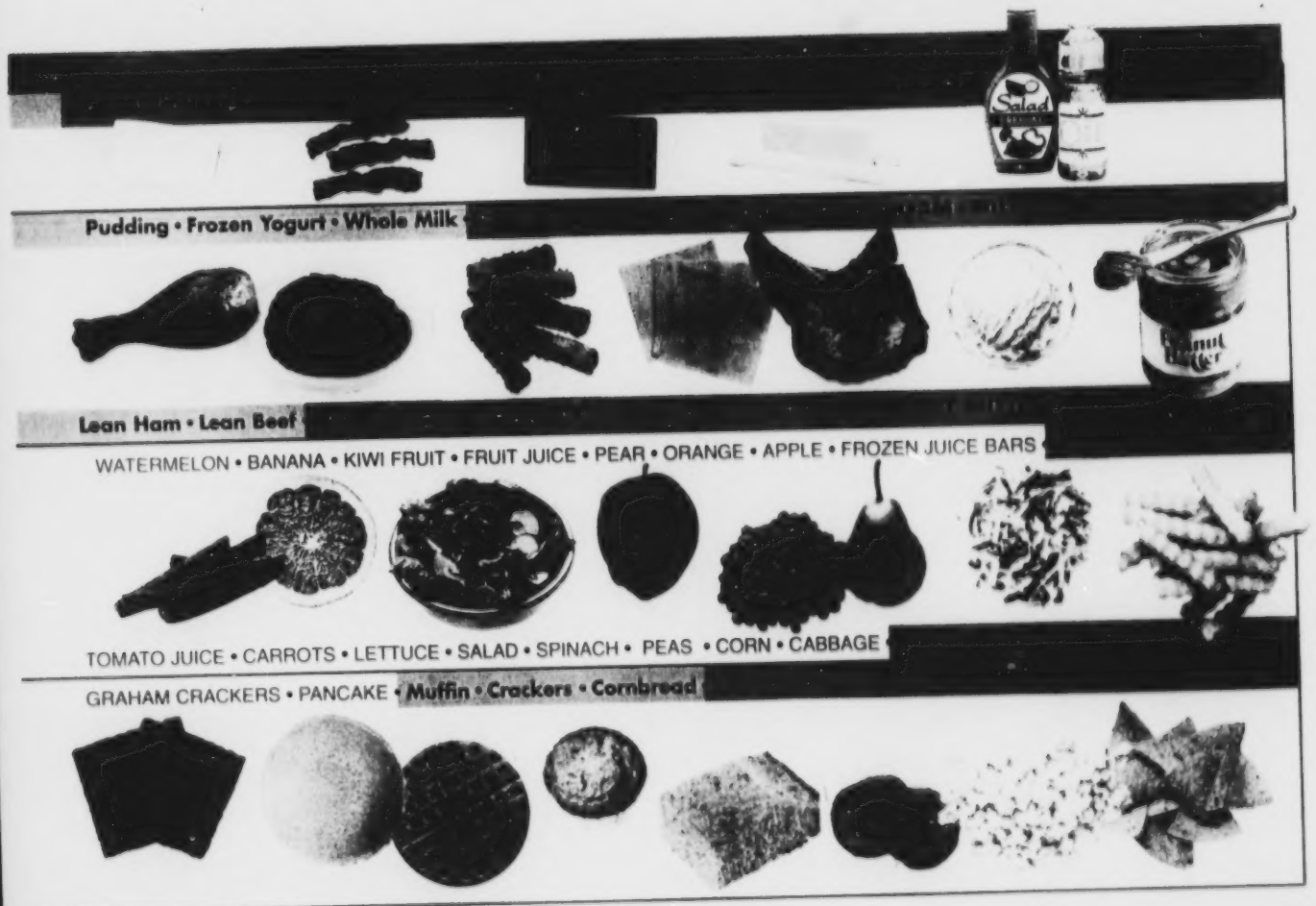
Balance

Balancing food choices over several days helps you get enough of the nutrients you need. Try to eat enough servings from the Pyramid each day. If you come up short one day — just make up for it the next day.

How Much Should You Eat?

Smart eating is part of growing healthy! It's easy to be a smart eater if you use the Food Guide Pyramid. For good health, **eat at least the smallest number of servings** from all five major food groups each day. For some food groups you need more servings than others.




Pudding • Frozen Yogurt • Whole Milk
Lean Ham • Lean Beef
WATERMELON • BANANA • KIWI FRUIT • FRUIT JUICE • PEAR • ORANGE • APPLE • FROZEN JUICE BARS
TOMATO JUICE • CARROTS • LETTUCE • SALAD • SPINACH • PEAS • CORN • CABBAGE
GRAHAM CRACKERS • PANCAKE • Muffin • Crackers • Cornbread

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What's a Serving Anyway?

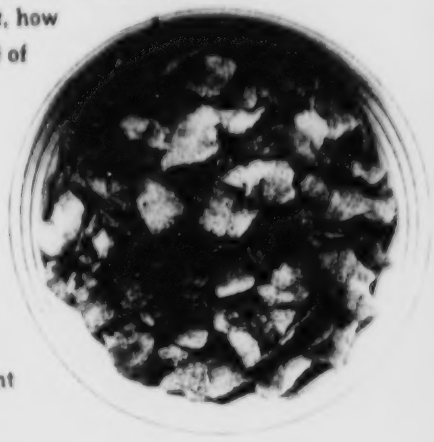
A *serving* is a specific measured amount of food, like the serving size given on a cereal box. The amount you heap onto your plate or pour into your cup is your *helping*. Helpings may be bigger—or smaller—than Pyramid servings. (The serving sizes on food labels might be different from Pyramid servings, too.)

Do you need to measure everything you eat? No. Instead, estimate pyramid serving sizes to make sure you're getting enough of a balanced variety of foods. **Use this chart to compare typical helping sizes with actual Pyramid serving sizes.**

A PYRAMID SERVING	A "TYPICAL" HELPING
1/2 cup rice or pasta	1 cup rice or pasta
1/2 bagel or 1/2 hamburger bun	1 bagel or 1 hamburger bun
1 chicken leg and thigh	1/4 chicken
1 order (1/2cup) french fries	large order (3/4 to 1 cup) fries
1/2 cup cooked red beans	big bowl (1 to 2 cups) chili beans
1 cup leafy greens	large green salad (2 cups greens)

TRY THIS! How Do Your Helpings Measure Up?

You're starving. You wolf down a huge bowl of cereal, then notice the serving size on the side of the box. You're curious . . . did you just eat a day's worth of food from the Bread Group? In fact, how much (or how little) of a good thing did you eat?



If you're not sure, measure. Then compare your helpings to actual Pyramid servings. Remember, bigger helpings could count as more than one serving.

For your next meal, estimate the serving sizes on your plate. How do they measure up? At school, figure out how many Pyramid servings you have on your school lunch tray.

How Pyramid Servings Stack Up

Serving sizes are a type of measuring tool. Knowing what an actual Pyramid serving is can help you estimate how much you're eating. This information can help you judge whether you're getting enough of different types of foods.

	The Food Groups	How Much Is One Serving?	Pyramid Serving
Eat Less	Fats, Oils and Sweets	These foods add extra calories and provide little or no nutrients. Use them in moderation to add flavor to other foods.	use sparingly
Eat Enough	Milk Group	1 cup milk or yogurt; 1-1/2 ounces natural cheese; 2 ounces processed cheese	2 servings; 3 or more for teens
	Meat Group	1/2 cup cooked dry beans, 2 eggs, or 2 tablespoons peanut butter count as 1 ounce of meat. 2 - 3 ounces cooked lean meat, poultry, or fish count as a serving.	2 - 3 servings
Eat More	Vegetable Group	1 cup raw leafy vegetables; 1/2 cup vegetables (cooked or chopped raw); 3/4 cup vegetable juice	3 - 5 servings
	Fruit Group	1 medium apple, banana, or orange; 1/2 cup fruit (canned, cooked, or raw); 3/4 cup fruit juice; 1/4 cup dried fruit	2 - 4 servings
Eat Plenty	Bread Group	1 slice bread or tortilla; 1 ounce ready-to-eat cereal; 1/2 cup cooked cereal, rice, or pasta; 1/2 bagel, 1/2 hamburger bun, or 1/2 an English muffin	6 - 11 servings

What Do You Eat?

Find out what—and how much—you eat by keeping a Food Diary. Here's Janine's diary for one day. Check it out, then fill in your own in the Student Activity Booklet.

REMEMBER: The Food Guide Pyramid is your daily guide for healthful eating. What really matters is what and how much you eat over several days, not just for a single meal or a single day.

	MEAL	HELPING	PYRAMID SERVING SIZE?
MORNING	Orange Juice Ham on English Muffin	1-1/2 cup 2 ounce 1 muffin	2 fruit group servings 1 meat group serving 2 bread group servings
MID-DAY	Cheese on whole wheat bread lettuce baby carrots cookies	2 slices 2 slices 1/2 cup 1/4 cup 4	1 milk group serving 2 bread group servings 1/2 vegetable group serving 1/2 vegetable group serving 1 bread group serving
EVENING	chicken rice green salad with tomato slices dressing milk	2 drumsticks 1 cup 1 cup 1/4 cup 2 tablespoons 1 cup	2 meat group servings 2 bread group servings 1 vegetable group servings 1/2 vegetable group serving Fats, oils, and sweets 1 milk group serving
SNACKS	soft drink cookies candy bar	12 ounce 4 1	Fats, oils, sweets 1 bread group serving Fats, oils, sweets

Here's how Janine analyzed her food choices:

Did you eat at least the minimum number of servings from the five major food groups? No.

What food groups came up short?
Milk and Vegetable Groups.

What changes can you make in your eating?
I'll try to eat more dairy foods and vegetables—maybe I'll have yogurt and raw vegetables for snacks.

It's a Wrap

Outside in, inside out . . . whatever way you look at it, a taco is a delicious food that your body—particularly your taste buds—will thank you for eating. Here's how Derek's mouth-watering food combo wraps several food groups into one:

1 six-inch tortilla (Bread Group)
2 tomato slices and 1/4 cup shredded lettuce (Vegetable Group)
1 ounce beef, chicken, or pork or 1/2 cup beans (Meat Group)
2 tablespoons grated cheese (Milk Group)

Pizza, cheeseburger, lasagna, a gyro. How do your favorite combo foods fit into the Food Guide Pyramid? To find out, make a list of each food in your favorite combo. Estimate how much food that is. Jot down the name of its food group. Is it a Pyramid serving size? Is it less or more?

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Snack Attack

You're hungry. Again. Your stomach is grumbling. You reach for the only thing that will quiet the rumbling—a snack. But what's the deal? Why do you seem to be so hungry all the time? You're growing. Your body needs extra energy and nutrients from food. So quiet the grumble and rumble: eat a snack. Now, read on for some tips to help your snacking be tops.

Snacktoid #1:

Pick snacks to fill in your Pyramid gaps:

- Hit your day's Bread Group target by snacking on a bagel, pretzels, popcorn, muffin, breakfast cereal, or oatmeal cookies, among others.
- If your day's meals come up short in the Vegetable and Fruit Groups, reach for crunchy raw vegetables, frozen fruit juice bars, dried fruit, or a piece of whole fruit.
- Short on the Milk Group? Grab string cheese, a carton of reduced fat yogurt, frozen yogurt, or guzzle a glass of milk.
- If you have a gap in the Meat Group, try a hard-boiled egg, a slice of meat, or a handful of peanuts.

Snacktoid #2:

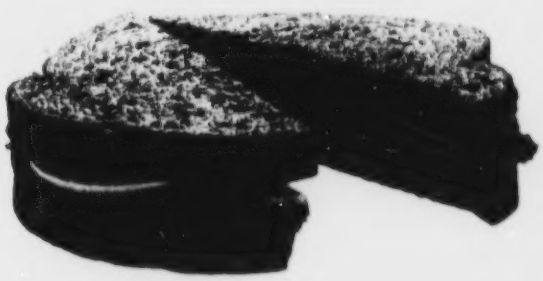
If you snack on foods that have some fat or sugars, no problem. Just keep your helpings sensible.

Snacktoid #3:

Take time to enjoy your snacks, as well as your meals. It takes a while for your brain to know your stomach is full. Slow down, eat, and enjoy.

Did You Know . . . ?

When you choose vegetables, paint your plate with color! Besides their good looks, dark-green leafy and deep-yellow vegetables can serve up a hefty amount of vitamin A and folic acid, nutrients that help keep you healthy. (Vitamin A is also great for healthy skin.) Plus, these foods are low in fat. What a great reason to snack on a carrot, red bell pepper, or spinach salad!



TRY THIS!

Check Nutrition Facts

Thirsty? Which of these drinks would you choose? As you think about your choice, look at the Nutrition Facts on the food labels. Which drink would you choose for calcium? Which one for vitamin C? How big is a serving for each one?

CAN OF COLA

Nutrition Facts

Serving Size 12 fluid ounces

Amount Per Serving	
Calories 140	
	% Daily Value*
Total Fat 0g	0%
Sodium 50mg	2%
Total Carbohydrate 39g	13%
Sugars 39g	
Protein 0g	

*Percent Daily Values are based on a 2,000 calorie diet

2% CHOCOLATE MILK

Nutrition Facts

Serving Size 1 cup (236 ml)
Servings Per Container 8

Amount Per Serving	
Calories 130	Calories from Fat 45
	% Daily Value*
Total Fat 5g	8%
Saturated Fat 3g	15%
Cholesterol 20mg	7%
Sodium 125mg	5%
Total Carbohydrate 13g	4%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 8g	
Vitamin A 10% • Vitamin C 4%	
Calcium 30% • Iron 0%	
Vitamin D 25% •	

ORANGE JUICE

Nutrition Facts

Serving Size 8 fl oz (240 ml)
Servings Per Container 8

Amount Per Serving	
Calories 110	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 0mg	0%
Potassium 450mg	13%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 22g	
Protein 2g	
Vitamin A 0% • Vitamin C 120%	
Calcium 2% • Iron 0%	
Thiamin 10% • Niacin 4%	
Vitamin B6 6% • Folate 15%	

Snacktoid #4:

Make snack drinks count toward food-group servings. Drinking reduced fat milk, fruit juice, or a shake as a snack can help build your day's Pyramid.

Snacktoid #5:

Do you reach for a snack when you're bored, nervous, happy, angry, or tense? If you do, you may be eating when you're not hungry. Find other ways to handle your feelings. Go for a walk, listen to music, or call a friend.

Snacktoid #6:

Use food labels to make smart snack choices. The Nutrition Facts tell you the calories, fat, and other nutrients in one serving. (Double the numbers for two servings.)

Eat Up!

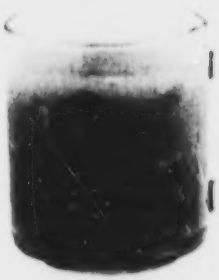
Each of these snacks counts toward servings from two to three food groups. They're ranked from super-easy to takes-some-effort to prepare.

ULTRA EASY, NO FUSS

- reduced fat yogurt, topped with a favorite fruit
- baked tortilla chips with salsa
- baby carrots

EASY, MINOR PREPARATION

- ice cream sandwich, made with oatmeal cookies
- microwave noodle soup mixed with corn or other vegetables
- peanut butter sandwich with banana slices



A LITTLE MORE EFFORT

- fruit smoothie, made with ice cream, fruit and reduced fat milk
- ham and lettuce, rolled up in a soft tortilla
- microwaved potato, topped with reduced fat cheese

FOOD MODELS courtesy of the National Dairy Council®

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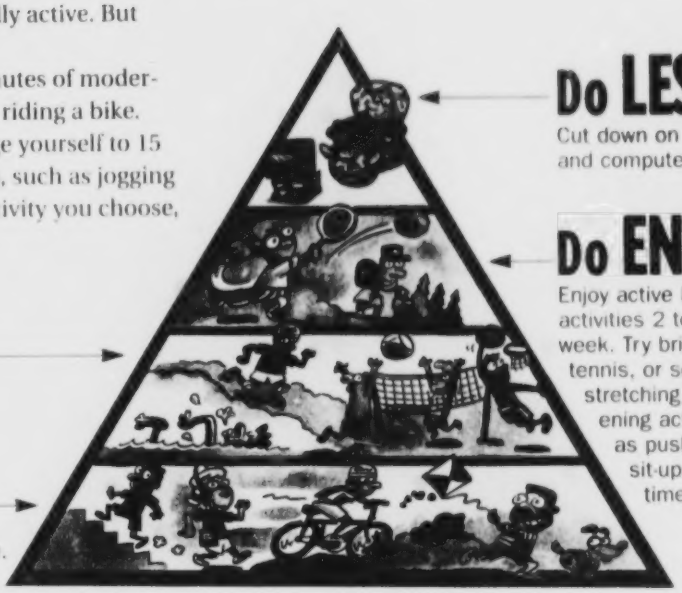
Move It!

Your body counts on you to be active to help strengthen your bones and build lean muscles. So stop sitting around and get moving!

Okay, you know it's smart to be physically active. But how much activity is enough?

Each day, try to work in about 30 minutes of moderate physical activity, such as walking or riding a bike. Or, at least three times a week, challenge yourself to 15 to 20 minutes of more intense activities, such as jogging or one-on-one basketball. Whatever activity you choose, make every day an active day.



Do LESS

Cut down on TV watching and computer games.

Do ENOUGH

Enjoy active leisure activities 2 to 3 times a week. Try brisk walking, tennis, or softball. Do stretching and strengthening activities, such as push-ups and sit-ups, 2 to 3 times a week.

Do MORE

Do intense activities, such as swimming, in-line skating, soccer, or volleyball, 3 to 5 times a week.

Do PLENTY

Add more daily physical activity to your life. Take the stairs. Walk or ride your bike.

10 Ways to Get Physical

Pick and choose your own way to becoming a better you. Consider these fun ways to put more action in your life.

1. Take Your Feet

Forget about asking your folks for a ride. Put your feet to the ground and start walking. Your feet will thank you, your heart will thank you, and Mother Nature will thank you for helping to cut down on air pollution.

2. Try In-Line Skating

Fun, fast, and easy to learn, in-line skating is a great way to spend a day outside with friends. Remember: wear the gear (helmet, plus knee, wrist, and elbow pads). You wouldn't want to be put out of action your first time rolling.

3. Take the Stairs

Forget the elevator. By simply taking the stairs every chance you can, you'll get a workout without even thinking.

4. Walk the Dogs

Whether you volunteer or get paid,

How Much Do You Move?

Find out how active you really are—keep a Physical Activity Diary. Here's Derek's diary. Check it out, then fill in your own in the Student Activity Booklet.
REMEMBER: When you're doing a physical activity you should be able to talk, not sing.

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?
Monday	Walked to School Swept garage	10 minutes 5 minutes
Tuesday	Walked to School Walked home	10 minutes 10 minutes
Wednesday	Walked to School Carried 4 heavy garbage cans to curb	10 minutes 5 minutes
Thursday		
Friday	Danced at Halloween party	15 minutes
Saturday	In-line skating	1 hour
Sunday		

Did you get at least 30 minutes of moderate activity each day? NO.

Did you get at least 15 minutes of more intense activity three times a week? NO.

Do you think you're getting enough physical activity? Why? NO. Probably I'm spending too much time playing computer games and surfing the net. I also hang out with my friends a lot, just listening to music.

How can you fit more regular physical activity into your life? I guess I should try turning off my computer. I could get my friends to go in-line skating after school. I could walk to and from school every day.

dog walking is a fun, furry way to be physically active.

5. Turn Up the Music
Shake, rattle, and roll to your favorite tunes. It doesn't matter if you do the tango or the twist as long as you move as you groove.

6. Bike There
Mountain bikes are it! They go wherever you take 'em. So grab your friends and hit the trail. Of course, wear a helmet.

7. Earn Extra Cash
That's right, make money while helping your body. Try mowing lawns, weeding gardens, shoveling snow, and cleaning garages.

8. Baby Sit
Sounds silly, but if you've never kept up with a toddler you're in for a surprise. They move—and they move fast. Keeping your eye on a tot can challenge even the quickest.

9. Lap It Up
Swimming, diving, even water polo are all great activities and a real splash to do with friends. So don't be a drip, learn to do a flip.

10. Play One-on-One Basketball
Talk about a total body workout. First person to 21 wins!

TRY THIS! Talk Your Head Off

Here's a way to see if your body is getting a good workout. *If you can talk* while doing a physical activity, you're probably moving at a pace that's right for you. *If you're too breathless to talk*, slow down. And *if you can sing*, you may not be working hard enough—so get moving!

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Just for You

Want a few more zzzz's in the morning? Tired of your mom nagging you to drink more milk? Are your friends constantly trying to get you off your butt? Read on for ways to answer these questions plus a few more.

QUESTION: Every morning I can barely scrape my body out of bed. I have no time for breakfast, and I'm starved by 11 am. What can I do?
ANSWER: Your body is changing. It's natural for you to need more sleep now (even if you get to bed at a reasonable hour) because growing requires more energy. But sleep is not the only way to recharge. Breakfast is an energy booster, too. In fact, eating in the morning not only gives you more energy throughout the day, but will also help you concentrate better in class and help control your appetite at lunch.

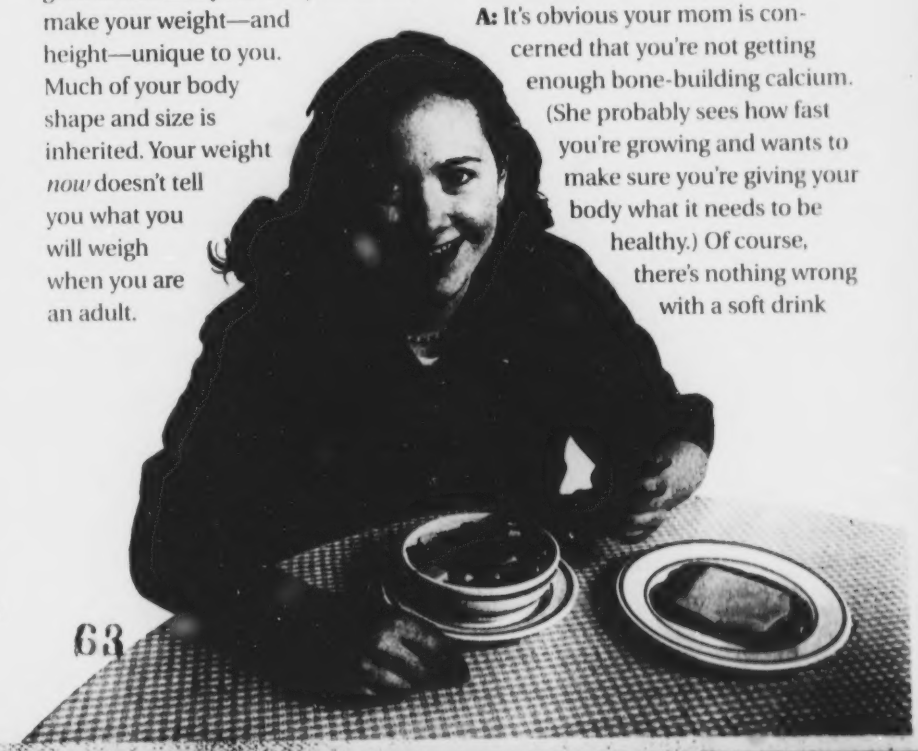
To catch the most zzzz's and still fuel your body, plan and package a few snacks the night before. Fruit, yogurt, bagels, crackers, cheese, and sandwiches are all excellent (not to mention quick and easy) foods to munch while waiting for the bus or a class to begin.

Q: My friends think I sit around too much. They want me to go in-line skating with them. It looks like too much effort. What's the point anyway?
A: For starters, you'll be doing great things for your body. Whether it's soccer, hiking, or riding a bike, being active strengthens your bones and muscles, including your heart. Start out slowly. You'll build endurance the more you do. Tip: The more you move, the more energy you may have.

Q: No one is saying I'm fat, but my friend and I are exactly the same height, yet I weigh 10 pounds more than she does. What should I do?
A: You need to accept and respect your differences. Differences in your growth rate and your body structure make your weight—and height—unique to you. Much of your body shape and size is inherited. Your weight *now* doesn't tell you what you will weigh when you are an adult.

Q: I'm starving after school. When I get home, I pig out on snacks. Then I'm usually not hungry at dinner. This upsets my parents.
A: You're growing, so it's natural for you to be hungry more often than an adult. Smart snacking, on foods from the five major food groups, is a great way to calm a grumbling stomach. But pace yourself so you have an appetite for dinner. If you're not hungry for dinner, still join in on the family meal. Fill your plate with food to eat later when you're hungry again.

Q: My mom thinks I drink too many soft drinks. She says I should drink more milk. How can I get her to change her mind?
A: It's obvious your mom is concerned that you're not getting enough bone-building calcium. (She probably sees how fast you're growing and wants to make sure you're giving your body what it needs to be healthy.) Of course, there's nothing wrong with a soft drink



TRY THIS!

Tips to Help You Grow Into You!

Smart eating and physical activity help you grow into your healthy weight. So follow these tips to a healthy you. As you check out the rest of this magazine, you'll learn how to follow these smart living tips.

- **Watch how much and what types of foods you eat. Use the Food Guide Pyramid as your daily guide for eating.**
- **Eat breakfast.**
- **Snack smart with food-group snacks from the Pyramid.**
- **Allow enough time to eat. It takes time to feel full.**
- **Choose many foods lower in fat and sugars.**
- **Enjoy the great flavors of fruits and vegetables; try different varieties.**
- **Check the Nutrition Facts on food labels to find the nutrients and calories in a single serving.**
- **Eat at regular times. If you can, make time to eat a school lunch.**
- **Get moving. Whatever physical activity you choose, move!**

every now and then, either. Why not compromise: Drink milk with meals and save soft drinks for occasional snacks. Remember, all foods made from milk will add calcium to your bones.

Q: My friend said smoking is a good way to control hunger so I won't get fat. What do you think?
A: Gross! Smoking isn't a good way to do anything. It makes your heart and lungs work harder. It makes your breath, hair and clothes stink. It yellows your teeth and causes premature wrinkles. It's messy. It's expensive. Down the line, it increases your chance for cancer and heart disease.

Now think about this. Feeling hungry isn't a bad thing. It's your body's signal that you need to eat. As an active, growing teenager, you need enough food-group foods for growing and for energy. Instead of a cigarette, grab an apple, nibble some pretzels or savor a scoop of frozen yogurt.

DON'T DIET!

Delete "diet" from your vocabulary. Skipping meals or following weird, unhealthy diets can actually keep you from getting the nutrients you need to grow as healthy as you could be. Trying to lose weight when your body is changing and growing isn't smart.

So what should you do if you start looking a little chunky? For starters, remember that your body was programmed for growth, not fashion. Some teens plump out before they shoot up. If you feel your weight is not right for you, talk to an adult you trust. Usually your height eventually catches up with your weight, especially if you stick to a balanced, moderate eating plan and stay physically active.

What's Your

Here are six steps to help you reach your goals.

1. Set a realistic goal. This is the most important step. Be honest with yourself. Set a goal that is within your abilities but that will also challenge you.

2. Make a plan. Think of all the small steps you can take to meet your bigger goal. When you take things slowly—step by step—you'll see progress faster. And that will feel great.

3. Prepare for challenges. Lack of time or energy are common challenges for many teens. Think of creative ways to deal with them.

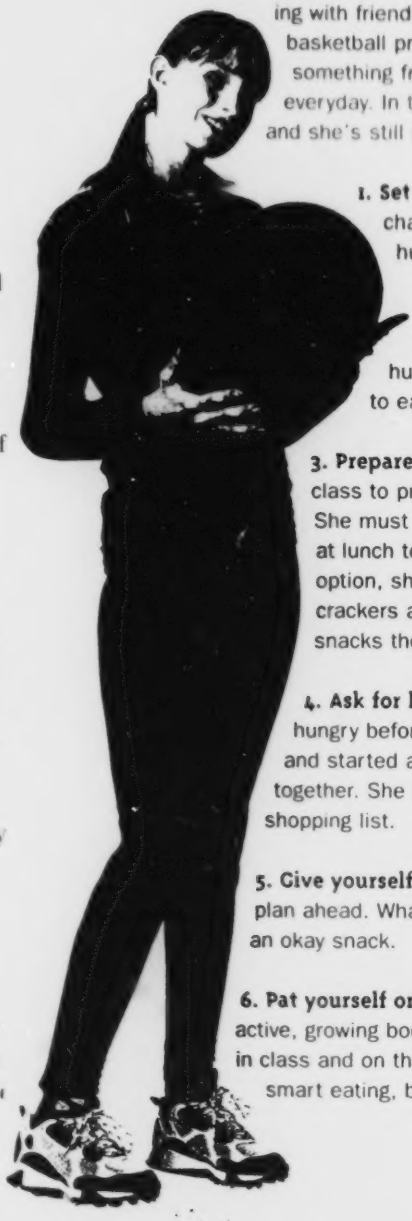
4. Ask for help. There's no need to go it alone. A little support and encouragement from people who care about you can go a long way.

5. Give yourself a break. It's okay to stray from your plan now and then. Nobody's perfect.

6. Pat yourself on the back. Check your success. Whether you take only a few small steps, or get to your final destination, enjoy the rewards of being your best.

Janine

NAME: Janine
AFTER-SCHOOL ACTIVITY: Basketball
HER STORY: At every lunch, Janine spends so much time visiting with friends, she barely eats. When school is over and basketball practice begins, she's starved and buys something from a vending machine. It's the same food everyday. In the first half of practice she feels pooped—and she's still hungry.



1. Set a realistic goal. Janine decided to take charge of her food choices so she wouldn't be hungry at basketball practice.

2. Make a plan. Janine's 2-step plan: 1) Eat more at lunch so she's not so hungry after school. 2) Plan snacks ahead, to eat before practice.

3. Prepare for challenges. Janine goes right from class to practice, so her snack choices are limited. She must remember to buy a piece of fruit or juice at lunch to save for a pre-practice snack. As another option, she can take a few minutes at night to pack crackers and cheese, pretzels, or baby carrots for snacks the next afternoon.

4. Ask for help. Janine knew the whole team was hungry before and after practice. So they made a deal and started a lunch-time training table so they'd all eat together. She also added her list of snacks to the family shopping list.

5. Give yourself a break. Once in a while, Janine forgets to plan ahead. Whatever she finds in the vending machine is an okay snack.

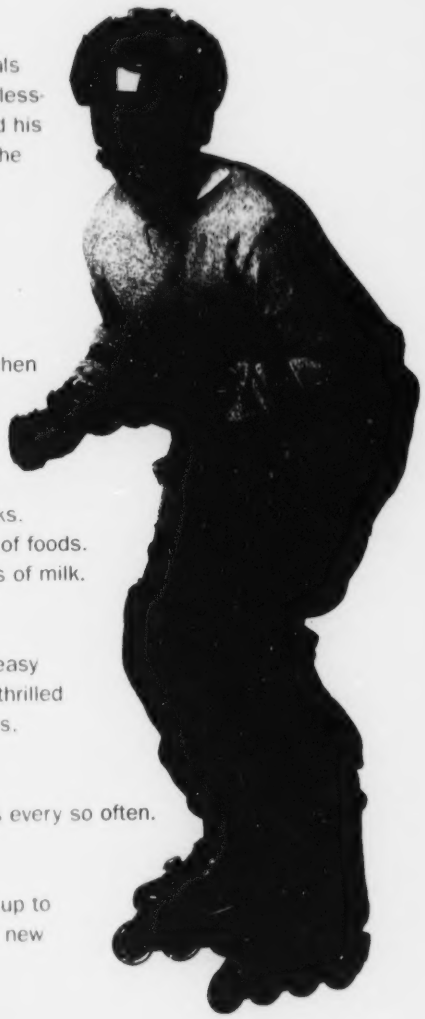
6. Pat yourself on the back. Janine knew she was giving her active, growing body nutrients needed for best performance — in class and on the court. For fun, she rewarded herself for smart eating, but not with food. She bought a new CD.

Goal?

What's important to you? Good grades? Enough energy for in-line skating? Looking your best? You can reach your goals. It just takes a little thinking, some planning, and a commitment to face a challenge.

Derek

NAME: Derek, alias Mouse Potato
AFTER-SCHOOL ACTIVITY: Surfing the 'net
HIS STORY: Unknowingly, Derek linked to a nutrition website and discovered that his meals and snacks are coming up short on fruits and vegetables. As he surfs the 'net, he mindlessly nibbles away until dinner—but fruit or vegetables rarely cross his lips. He also realized his in-line skates (that he saved six months to buy) are somewhere under his bed. (Here's the nutrition web site he found: **http://www.usda.gov/fcs/team.htm**)



1. **Set a realistic goal.** Derek has two goals: 1) Eat at least two servings of fruit each day and three of vegetables. 2) Spend 30 minutes each day away from the computer, getting some exercise.

2. **Make a plan.** Derek's steps: 1) Ask his family to have fruit and vegetables in the kitchen to snack on. 2) Have fruit juice at breakfast. 3) Eat a salad with dinner. 4) Make a point of using his in-line skates at least three times a week, for at least 30 minutes each time. Added bonus: he hopes his plan will get him a new nickname!

3. **Prepare for challenges.** Derek doesn't want to spend time making after-school snacks. So he decided to make a list of quick-to-fix snacks. The kitchen is loaded with all kinds of foods. For starters, he prepares a bowl of cereal with sliced fruit, cleans up, and pours a glass of milk. It takes him only 2 minutes 15 seconds.

4. **Ask for help.** Derek searched the Web for a snack site and downloaded a bunch of easy ideas. He even participated in a snack chat with other hungry teens. His parents were thrilled when he contributed his ideas to the family grocery list. His best friend found his skates, too, and joined him.

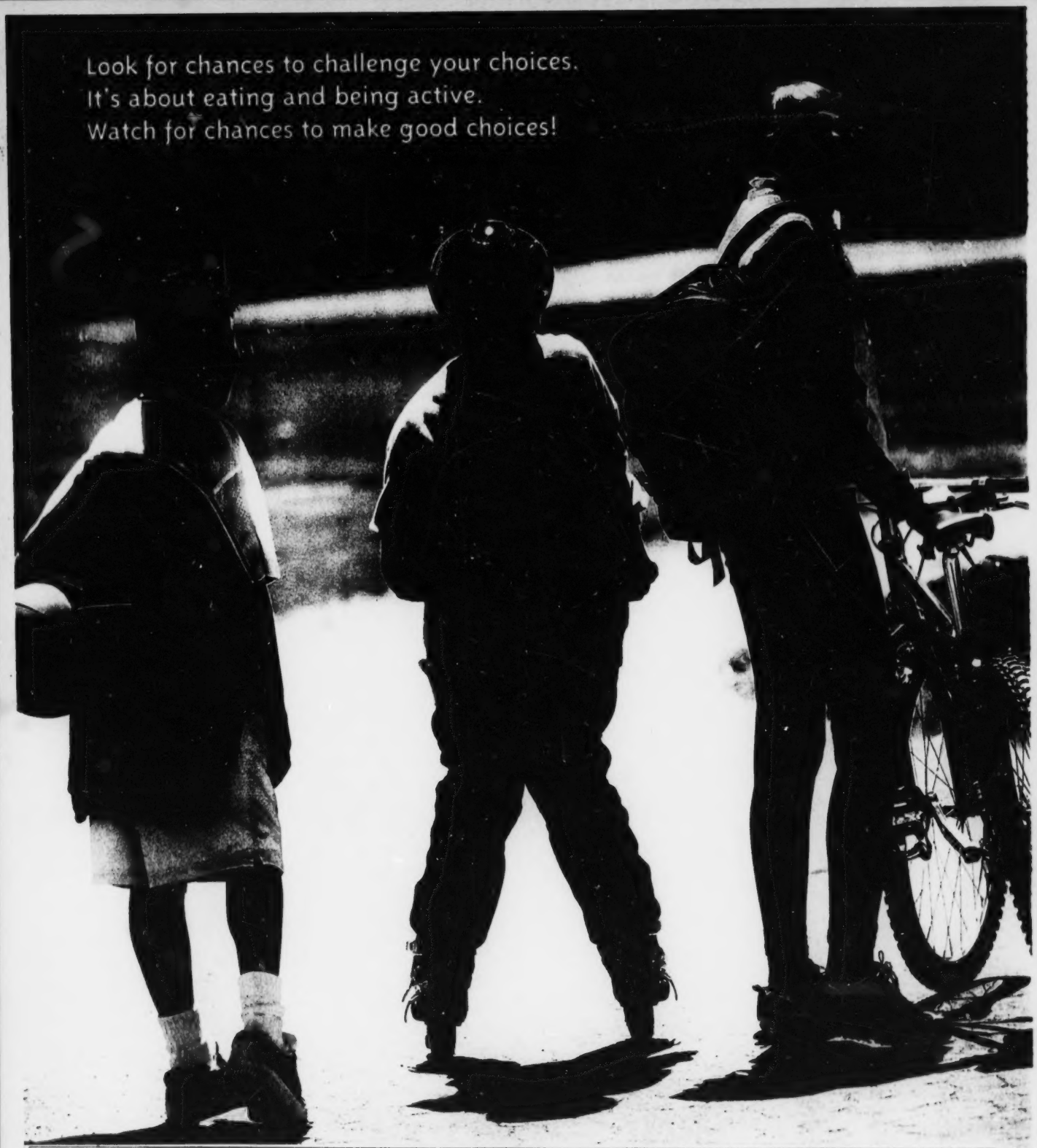
5. **Give yourself a break.** It's okay for Derek to come up short on fruits and vegetables every so often. He knows that it's what he eats over a few days that counts.

6. **Pat yourself on the back.** Derek's proud of eating more fruits and vegetables; he's up to a combined five a day. For exercise, skating is great, especially with his friend. And his new nickname: Skatestar.

TRY THIS!

What's your Personal Goal?

Would it be easy or tough for you to reach? Write your goal on a sheet of paper. How will you achieve this goal? Make a plan. Anticipate challenges. Line up your support team. Finally, get moving and reach your goal. YOU CAN DO IT!



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REPRODUCIBLE MASTER

yourSELF

Inside this booklet you'll find...

Reproducible Master Pages

- Link the Classroom and the Cafeteria
- "What's Your BMI?" chart for display in the classroom
- Student Activity Booklet (8 pages)
- "The Power of Choice" song lyrics
- Enrichment Activities student handouts
- User response form and mailer

U.S. Department of Agriculture • Food and Nutrition Service • 1998

Link the Classroom and the Cafeteria

Together, the classroom and the cafeteria can bring to life the important messages in *yourSELF*. Here are some ideas for reinforcing the cafeteria's role in each of the *yourSELF* topics. Your school's health teachers, cafeteria manager and students can brainstorm more ideas.

Are You Normal?

- Health teachers and the school cafeteria manager can jointly sponsor an art/essay contest to get students thinking about how school meals feed body and mind - and contribute to overall good nutrition, health, energy, and learning. The theme might be "The Power of Choice." Teachers can give extra credit, and the cafeteria manager can display entries in the cafeteria and hallways, and give an appropriate prize.

Feed Me!

- Display a chart that shows how the daily menu selections relate to the Food Guide Pyramid.
- Students can partner with the cafeteria manager to display the healthy eating advertisements they create in class near the menu boards. Ask the team coaches to display health advertisements at school athletic events, too.
- Display an appealing sample of a healthy meal each day—include some interesting ethnic food choices.

Snack Attack

- Offer fruits, vegetables and whole grain healthy snacks for activities on school grounds - and actively promote them.
- Encourage students to conduct an "environmental assessment"—to identify snack foods that are convenient and available, and contribute to meeting their food group requirements. This will help students and adults recognize what influences food choices each day and make them more aware of healthy options.

Move It!

- Begin the day with breakfast and a motivational, entertaining physical activity. Invite student leaders, athletes, cheerleaders, physical education teachers or special clubs to demonstrate or lead aerobic activities.
- School cafeteria managers, health teachers, and physical education teachers can collaborate on activities that promote good nutrition and physical activity, learning and good health. Your partnership will reflect the positive relationship between good nutrition, physical activity and learning.

Just For You

- Introduce students to community nutrition resources by setting up Rap Sessions in the cafeteria with a local nutritionist at breakfast or lunch time. Students can get some advice on nutrition—like how to make healthy eating choices in the cafeteria and how much food and physical activity makes sense for their height and weight.
- Urge students to check out nutrition websites. Encourage their computer skills, and motivate them to be educated school meal customers.

What's Your Goal?

- Set up a system for getting input from students on school meals. Offer opportunities to taste-test foods, plan menus, and work with staff in the kitchen. Use the student ideas to enhance the cafeteria meals.
- Get students and adults to work together to make sure healthy eating messages are supported by the food sold in vending machines, a la carte meal offerings and snack bars.
- Bring foodservice staff, teachers, parents and the community together for a Health Fair or other event that makes it fun to learn about nutrition and physical activity. Students can help plan activities and contribute to the event.

What's Your BMI?

To find your BMI, follow these steps:

- Find your height in inches along the top of the chart.
- From your height, run your finger down to find the line with your weight.
- The place where your height and weight meet gives you your BMI (Body Mass Index).

HEIGHT m (in)	1.24 (49)	1.27 (50)	1.30 (51)	1.32 (52)	1.35 (53)	1.37 (54)	1.40 (55)	1.42 (56)	1.45 (57)	1.47 (58)	1.50 (59)	1.52 (60)	1.55 (61)	1.57 (62)	1.60 (63)	1.63 (64)	1.65 (65)	1.68 (66)	1.70 (67)	1.73 (68)	1.75 (69)	1.78 (70)	1.80 (71)	1.83 (72)	1.85 (73)	1.88 (74)
WEIGHT kg (lb)																										
27 (60)	18	17	16	16	15	15	14	13	13	13	12	12	11	11	11	10	10	10	9	9						
29 (65)	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	10	10	10	10					
32 (70)	21	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10	10				
34 (75)	22	21	20	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10			
36 (80)	24	22	21	21	20	19	19	18	17	17	16	16	15	15	14	14	13	13	13	12	12	11	11	11		
39 (85)	25	24	23	22	21	21	20	19	18	18	17	17	16	16	15	15	14	14	13	13	13	12	12	12	11	
41 (90)	27	25	24	23	22	22	21	20	19	19	18	18	17	17	16	15	15	14	14	14	13	13	13	12	12	12
43 (95)	28	27	25	25	24	23	22	21	20	20	19	19	18	17	17	16	16	15	15	14	14	14	13	12	12	12
45 (100)	29	28	27	26	25	24	23	22	22	21	20	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13
48 (105)	31	30	28	27	26	25	24	24	23	22	21	21	20	19	19	18	17	17	16	16	16	15	15	14	14	13
50 (110)	32	31	30	29	27	27	25	25	24	23	22	22	21	20	19	19	18	18	17	17	16	16	15	15	15	14
52 (115)	34	32	31	30	29	28	27	26	25	24	23	23	22	21	20	20	19	18	18	17	17	16	16	16	15	15
54 (120)	35	34	32	31	30	29	28	27	26	25	24	24	23	22	21	20	20	19	19	18	18	17	17	16	16	15
57 (125)	37	35	34	33	31	30	29	28	27	26	25	25	24	23	22	21	21	20	20	19	19	18	17	17	17	16
59 (130)	38	37	35	34	32	31	30	29	28	27	26	26	25	24	23	22	22	21	20	20	19	19	18	18	17	17
61 (135)	40	38	36	35	34	33	31	30	29	28	27	27	25	25	24	23	22	22	21	20	20	19	19	18	18	17

64 (140)	**41**	**39**	**38**	**36**	**35**	**34**	**32**	**31**	**30**	**29**	**28**	**27**	**26**	**26**	**25**	**24**	**23**	**22**	**22**	**21**	**21**	**20**	**20**	**19**	**19**	**18**
66 (145)	**43**	**41**	**39**	**38**	**36**	**35**	**34**	**33**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**	**23**	**23**	**22**	**21**	**21**	**20**	**20**	**19**	**19**
68 (150)	**44**	**42**	**40**	**39**	**37**	**36**	**35**	**34**	**32**	**31**	**30**	**29**	**28**	**28**	**27**	**26**	**25**	**24**	**24**	**23**	**22**	**21**	**21**	**20**	**20**	**19**
70 (155)	**46**	**44**	**42**	**40**	**39**	**37**	**36**	**35**	**33**	**33**	**31**	**30**	**29**	**29**	**27**	**26**	**26**	**25**	**24**	**23**	**23**	**22**	**22**	**21**	**21**	**20**
73 (160)	**47**	**45**	**43**	**42**	**40**	**39**	**37**	**36**	**35**	**34**	**32**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**	**24**	**23**	**22**	**22**	**21**	**21**
77 (170)	**50**	**48**	**46**	**44**	**42**	**41**	**39**	**38**	**37**	**36**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**	**24**	**23**	**23**	**22**
79 (175)		**49**	**47**	**46**	**44**	**42**	**40**	**39**	**38**	**37**	**36**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**	**24**	**23**	**22**
82 (180)		**51**	**48**	**47**	**45**	**44**	**42**	**40**	**39**	**38**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**	**24**	**23**
84 (185)			**50**	**48**	**46**	**45**	**43**	**42**	**40**	**39**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**27**	**26**	**26**	**25**	**25**	**24**
86 (190)				**49**	**47**	**46**	**44**	**43**	**41**	**40**	**38**	**37**	**36**	**35**	**34**	**32**	**32**	**31**	**30**	**29**	**28**	**27**	**27**	**26**	**25**	**24**
88 (195)				**51**	**49**	**47**	**45**	**44**	**42**	**41**	**39**	**38**	**37**	**36**	**35**	**33**	**32**	**31**	**31**	**30**	**29**	**28**	**27**	**26**	**26**	**24**
91 (200)					**50**	**48**	**46**	**45**	**43**	**42**	**40**	**39**	**38**	**37**	**35**	**34**	**33**	**32**	**31**	**30**	**30**	**29**	**28**	**27**	**27**	**26**
93 (205)						**50**	**47**	**46**	**44**	**43**	**41**	**40**	**39**	**38**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**29**	**29**	**28**	**27**	**26**
95 (210)							**49**	**47**	**45**	**44**	**42**	**41**	**40**	**39**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**28**	**27**
98 (215)							**50**	**48**	**46**	**45**	**43**	**42**	**41**	**40**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**29**	**28**	**28**
100(220)								**49**	**47**	**46**	**44**	**43**	**42**	**40**	**39**	**38**	**37**	**35**	**35**	**33**	**33**	**31**	**31**	**30**	**29**	**28**
102(225)								**51**	**49**	**47**	**45**	**44**	**42**	**41**	**40**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**30**	**29**
104(230)									**50**	**48**	**46**	**45**	**43**	**42**	**41**	**39**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**	**30**
107(235)										**49**	**47**	**46**	**44**	**43**	**42**	**40**	**39**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**
109(240)										**50**	**48**	**47**	**45**	**44**	**43**	**41**	**40**	**39**	**38**	**36**	**36**	**34**	**34**	**33**	**32**	**31**
111(245)											**49**	**48**	**46**	**45**	**43**	**42**	**41**	**39**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**
113(250)											**50**	**49**	**47**	**46**	**44**	**43**	**42**	**40**	**39**	**38**	**37**	**36**	**35**	**34**	**33**	**32**

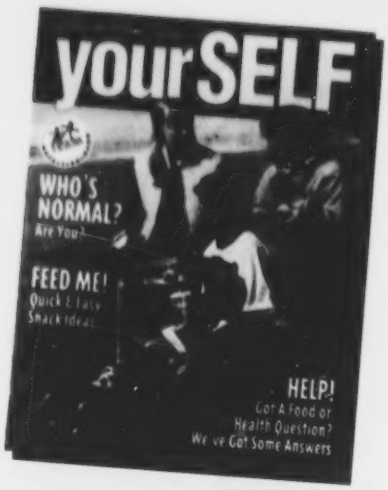
Growth Charts in the magazine and student activity booklet are from the National Center for Health Statistics, CDC (revised, 1998)

DISPLAY THIS CHART IN YOUR CLASSROOM

STUDENT ACTIVITY GUIDE

yourSELF

Inside this booklet...



YOU'LL FIND INFORMATION TO HELP YOU GROW INTO YOUR BEST YOU. YOU'LL ALSO FIND ACTIVITIES TO:

- **Track your growth for several years, starting now.**
- **Help you record and check out your eating and physical activity choices.**
- **Help you set your personal goals and plans for healthful living.**

Speak Up!

There's another way you can use this booklet: Talk about it and share it with your family. After all, they may not be familiar with all the information tucked inside these pages.

Believe it or not, the Food Guide Pyramid wasn't around when your parents were in school. And Body Mass Index (BMI) is a fairly new way to look at and measure your body size.

Of course, remember that your parents were teens once, too. Use the booklet to remind them of what it's like to be a teen. You never know, they might have some helpful tips to share with you about how they felt when they were your age.

We're Talking About YOU

Use these tips to make smart choices about eating and physical activities that are right for you. Share these tips with your parents.

- **BE REALISTIC.** Make small changes over time in what you eat and the level of activity you do. Small steps work better than giant leaps.
- **BE ADVENTUROUS.** Expand your tastes to enjoy a variety of foods.
- **BE FLEXIBLE.** Balance what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.
- **BE SENSIBLE.** Enjoy all foods, just don't overdo it.
- **BE ACTIVE.** Walk the dog, don't just watch the dog walk.

Are You Normal?

When it comes to your rate of growth, instead of accepting someone's opinion, find out what's normal for YOU. Keep track of your changing body with the help of a Height Chart and Body Mass Index (BMI) Chart. These charts give you a realistic look at your self.

Just the Facts

Before using the Height and BMI Charts, fill in these facts. Ask a family member to help measure your height.

Your age:_____ years
Your height:_____ inches
Your weight:_____ pounds
Your gender:___ girl ___ boy

Before you start tracking your growth, keep these points in mind:

- Height and BMI Charts are estimates and not the only way to judge growth. If you have questions or concerns about your growth, talk to your parents, school nurse, or doctor.
- It's normal to be different. Kids grow at different rates, in different ways. There's no single size, shape or growth clock for everyone.
- Your growth rate is probably similar to others in your family. Ask your relatives if they remember how old they were when they started growing.
- Your height, weight and body shape may be like others in your family, too. People who consider themselves underweight may really come from slim families. Those who think they're overweight may come from either overweight or muscular families.

TRY THIS! Track Your Height

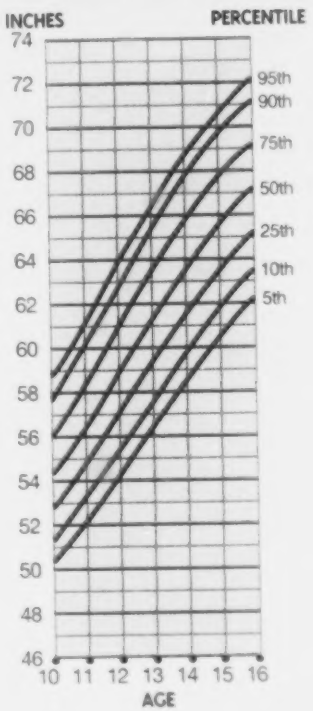
Plotting your height on a Height Chart is one way to see how tall you are and to show how you fit within a wide range of heights for your age.

Do this:

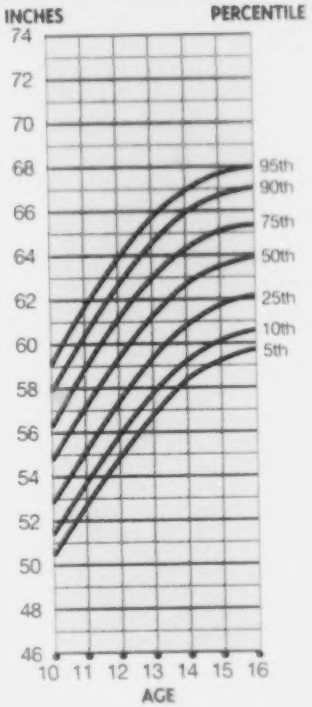
- Find your height in inches along the left side of the chart.
- Find your age along the bottom of the chart.
- Put a dot on the chart where your age and height cross.
- If you know your height a year ago, and two years ago, plot them, too. Then connect the dots. (Ask your parents, school nurse or family doctor for height records.)
- Which percentile line comes closest to your dot? The percentile shows how you compare to an average group of 100 boys or girls your age. If you're near the 50th percentile line, then 49 boys or girls your age are shorter, and 50 are taller.
- How tall might you be as an adult?

REMEMBER **Every person has his or her own pattern of growth.**

Boy's Height Chart



Girl's Height Chart



NCHS/CDC Growth Charts (Revised, 1998)

TRY THIS! What's Your BMI?

Keeping track of your Body Mass Index (BMI) helps you see your body size in a realistic way. To figure your BMI, you need to know your height (no shoes) and weight (without heavy clothes). You may also need a calculator to do the math. Here's how:

Here's how Derek figured his BMI ...
Changed his weight to kilograms — 50.9 kg
Changed his height to meters — 1.6 m
Squared his height — 1.6 m x 1.6 m = 2.56 m^2
Figured his BMI — 50.9 kg ÷ 2.56 m^2 = 20 (rounded)

→ **CHANGE WEIGHT TO KILOGRAMS (kg).**

_____lb. ÷ 2.2 kg = weight in kgs.
(weight in pounds)

→ **CHANGE HEIGHT TO METERS (m).**

_____in. ÷ 39.37 m = height in m.
(height in inches)

→ **SQUARE YOUR HEIGHT IN METERS.**

x = height in m^2
(height in meters x height in meters)

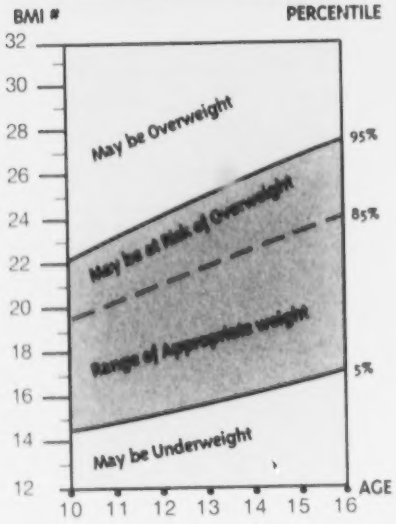
→ **NOW FIGURE YOUR BODY MASS INDEX (BMI).**

÷ = BMI #_____ *(rounded #)*
(weight in kilograms) ÷ (height in meters)²

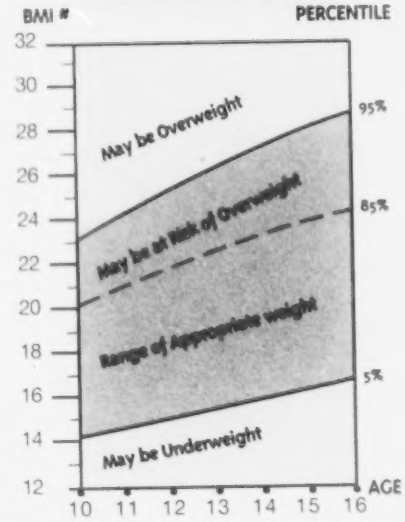
→ **FIND YOUR AGE ON THE BOTTOM OF THE CHART.**

→ **FINALLY, FIND YOUR BMI ALONG THE LEFT SIDE OF THE CHART.**

Boy's BMI Chart



Girl's BMI Chart



NCHS/CDC Growth Charts (Revised, 1998)

So What Do I DO?

No matter where you are on the chart, the advice is still the same:

- **Eat at least the minimum number of Pyramid servings from each group, every day. Don't diet to lose weight.**
- **Be physically active every day.**
- **Talk with your family and a doctor about your growth pattern.**

REMEMBER **The BMI does not measure bone, fat or muscle. Since teen's bodies are changing, it is not clear if some teens may be at risk of being overweight, or are at an appropriate weight. Making food and physical activity choices for a healthful lifestyle is what's important for you.**

Watch Yourself Grow

Keep these Height and BMI Charts handy (stick it inside a kitchen cupboard). Ask your family to help you plot your progress two or three times a year (maybe on a regular school holiday or your birthday). Do it a couple times a year and you'll "see" yourself grow.

Feed Me

What did you eat and drink yesterday? How do your food choices stack up to the Food Guide Pyramid? Keep a Food Diary for a day or more to find out.

Keep a Food Diary

- **Meal or snack.** Remember, it's okay to eat snacks, or many mini-meals. Your overall food choices are what counts.
- **What you eat and drink.** Write down everything you eat and drink during a day. Include milk on cereal, cheese or lettuce on a burger, dressing on your salad, and butter or jelly on bread.
- **Your helpings.** Record your helping sizes: how much you put on your plate or pour into your glass. It's okay to estimate, or you might measure if you're not sure.
- **Pyramid servings.** Look at the chart on the next page to help you compare how much you eat to the amount of Pyramid servings you need. You only need to estimate amounts.

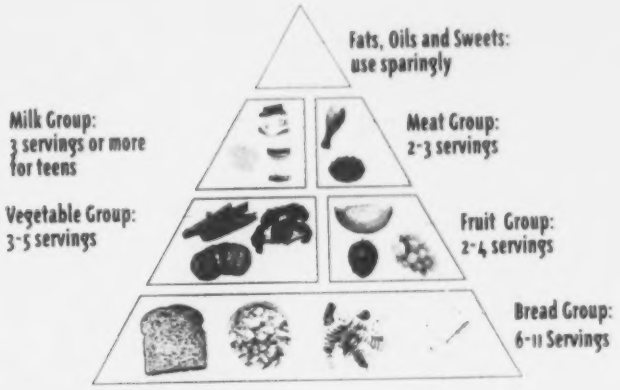
MEAL	HELPING	PYRAMID SERVING SIZE
MORNING:		
MIDDAY:		
EVENING:		
SNACKS:		

Take a Closer Look

- **Look closely at your Food Diary. How does it stack up against the Food Guide Pyramid?**
- **What food groups, if any, came up short?**
- **Do you need to make some changes?**
- **List two small changes you can make today to eat in a healthier way.**
- **Keep a Food Diary for another day— since what you eat over several days is what counts, not just what you eat in a single day.**
- **Share your Food Diary with your parents. Together, think of ways you could strengthen your personal Food Guide Pyramid.**
- **Make a list of foods you'd like to try. Volunteer to add them to the family shopping list.**
- **Go online to find out more from Team Nutrition. http://www.usda.gov/fcs/team.htm**

Eat to Grow Healthy

The Food Guide Pyramid can help you judge your food choices for the day. For good health, try to eat at least the minimum number of daily servings from all five major food groups. For some food groups you need more servings than others.


Fats, Oils and Sweets: use sparingly
Milk Group: 3 servings or more for teens
Meat Group: 2-3 servings
Vegetable Group: 3-5 servings
Fruit Group: 2-4 servings
Bread Group: 6-11 Servings

How Pyramid Servings Stack Up

Pyramid servings help you estimate how much you're eating. This information can help you judge if you're getting enough of a variety of foods.

	The Food Groups	How Much Is One Serving?	Pyramid Serving
Eat Less	Fats, Oils and Sweets	These foods add extra calories and provide little or no nutrients. Use them in moderation to add flavor to other foods.	use sparingly
	Milk Group	1 cup milk or yogurt; 1 1/2 ounces natural cheese, 2 ounces processed cheese	3 servings or more for teens
Eat Enough	Meat Group	1/2 cup cooked dry beans, 2 eggs, or 2 tablespoons peanut butter count as 1 ounce of meat. 2 - 3 ounces cooked lean meat, poultry, or fish count as a serving.	2 - 3 servings
	Vegetable Group	1 cup raw leafy vegetables; 1/2 cup vegetables (cooked or chopped raw); 3/4 cup vegetable juice	3 - 5 servings
Eat More	Fruit Group	1 medium apple, banana, or orange; 1/2 cup fruit (canned, cooked, or raw); 3/4 cup fruit juice; 1/4 cup dried fruit	2 - 4 servings
Eat Plenty	Bread Group	1 slice bread or tortilla; 1 ounce ready-to-eat cereal; 1/2 cup cooked cereal, rice, or pasta; 1/2 bagel, 1/2 hamburger bun, or 1/2 an English muffin	6 - 11 servings

FOOD MODELS courtesy of the National Dairy Council®

BEST COPY AVAILABLE

Try It!

Got the munchies? Need to feed? Try these quick 'n' easy snack ideas. Since they're food combos, they count toward servings from two or more food groups.

Ultra-Easy, No-Fuss

CHIPS 'N' SALSA. Open a jar of salsa to nibble with baked tortilla chips. Sliced cucumbers, jicama or summer squash taste great with salsa, too!

FRUIT MIXER. Create your own wild fruit juice. Just mix two or more different juices in one glass. Try pineapple, apple, orange, cranberry, grapefruit, guava, mango, papaya or peach juices.

YOGURT SUNDAE. Top yogurt with berries, nuts, or kiwi fruit.

Easy, Minor Preparation

OATMEAL COOKIE ICE CREAM SANDWICH. Put a small scoop of ice cream or frozen yogurt between two oatmeal cookies. Eat it now or stick it in the freezer for later.

SOUP-ER EASY. Add corn or other chopped vegetables to microwave noodle soup. Heat thoroughly. Top with grated cheese.

PEANUT BUTTER 'N FRUIT-WICH. Layer sliced banana or apple in your peanut butter sandwich. **HINT:** grated carrot tastes good, too.

A Little More Effort

FRUIT SMOOTHIE. Whirl frozen yogurt, milk and fruit in a blender until the mixture is thick and blended. Serve in a tall glass.

SUPER SPUD. Microwave a baking potato. Top with salsa or shredded cheese.

VEGGIE POCKET. Fill pita bread with raw, chopped vegetables and sliced cheese or lean meat. Drizzle a little salad dressing on top.

Let's Eat!

Treat your brain to this puzzle. When you're through, give your brain a break: eat something! Answers page 8.

T D I N H R B E A N S D I O A E A B
C E R E A L A U T N B M I D A T N E
E R E G G S W C O C N I T R P P O T
P I Z Z A F Y T M H T L I O P O S F
E R N W A O E W A E W K Y T L R E E
S O C P A S T A T D I E O L E K T A
D H E E A I A A O D E Z G I R C E S
H U G R A P E S E E A H U O A H B E
M U F F I N D U S R H E R Y O O P E
Y B R O C C O L I C N A T H N P A R
D N I T I O M T E H E G T B H V N E
P I A E C R A C K E R S B U F E C C
K I W I D A ! U H E U L T R S C A R
O O S D A N E E T S A H P R Y S K I
S O R H R G E F T E C P N I R E E I
D G O E H E L A S A G N A T I N S D
P E P P E R S T E W N A S O A E E S
T S P E A R O N V E O N S I A O E D

How many words can you find? Hidden within this puzzle are:

THREE MILK GROUP FOODS

THREE MEAT GROUP FOODS

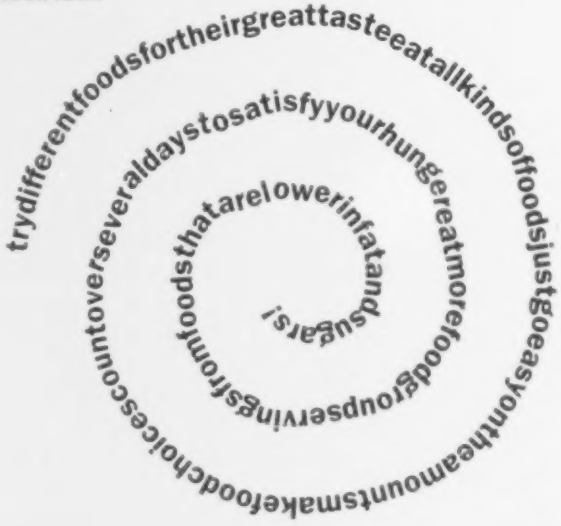
FIVE FRUIT GROUP FOODS

THREE VEGETABLE GROUP FOODS

FIVE BREAD GROUP FOODS

THREE COMBINATION FOODS

Think you're seeing things? Guess again. This puzzle is just for you! All you have to do is unravel its messages. Good luck!



Move It!

Being active helps strengthen bones and build lean muscles. How physically active are you? Keep a Physical Activity Diary for a week or more to find out.

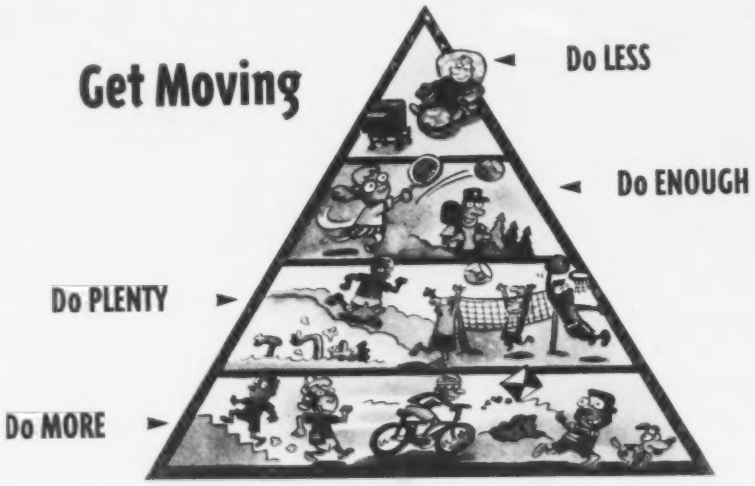
Keep a Physical Activity Diary

- Write down all the moderate and more intense activities you do for a week. Check the Physical Activity Pyramid for activity examples.
- Keep track of all the everyday physical activities you do, too, such as washing the dog or walking to school.
- Jot down how long you do each activity. Even five minutes counts.

WEEKDAY	PHYSICAL ACTIVITY	HOW LONG?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Check It Out

- Look closely at your Physical Activity Diary to see how it matches the advice from the Physical Activity Pyramid.
- Remember: *You should be able to talk, but not sing, as you move.*
- To track your progress, use another sheet of paper to record your physical activities for another week or more.
- Share your Physical Activity Diary with your parents. What activities can you all do together?



How Did You Move?

Did you get at least 30 minutes of moderate activity each day?

Did you get at least 15 minutes of more intense activity, three times a week?

Do you think you're getting enough physical activity? Why?

How can you fit more regular physical activity into your life?

What's Your Goal

Goal setting can help you grow to be your best you. Use this six-step plan to reach your personal goals.

You Can Do It!

1. Set a realistic goal—one that's right for you, not someone else.
2. Make a plan to match your needs. Plan for small, step-by-step changes.
3. Prepare for challenges. Allow enough time for change to happen.
4. Ask for help. Support others as they try to achieve their goals. Share your goal and plans with your family and ask for their help.
5. Give yourself a break if you stray from your plan now and then.
6. Pat yourself on the back to celebrate your success!

Reach Your Goal!

What's Your Story?

STEP 1. What's your goal?

STEP 2. How can you reach your goal(s)? When would you like to reach it (them)?

A.

B.

C.

STEP 3. What are your challenges?

A.

B.

C.

STEP 4. Who can help you? How?

STEP 5. What if you stray from your plan? How will you get back on track?

STEP 6. How will you reward yourself?

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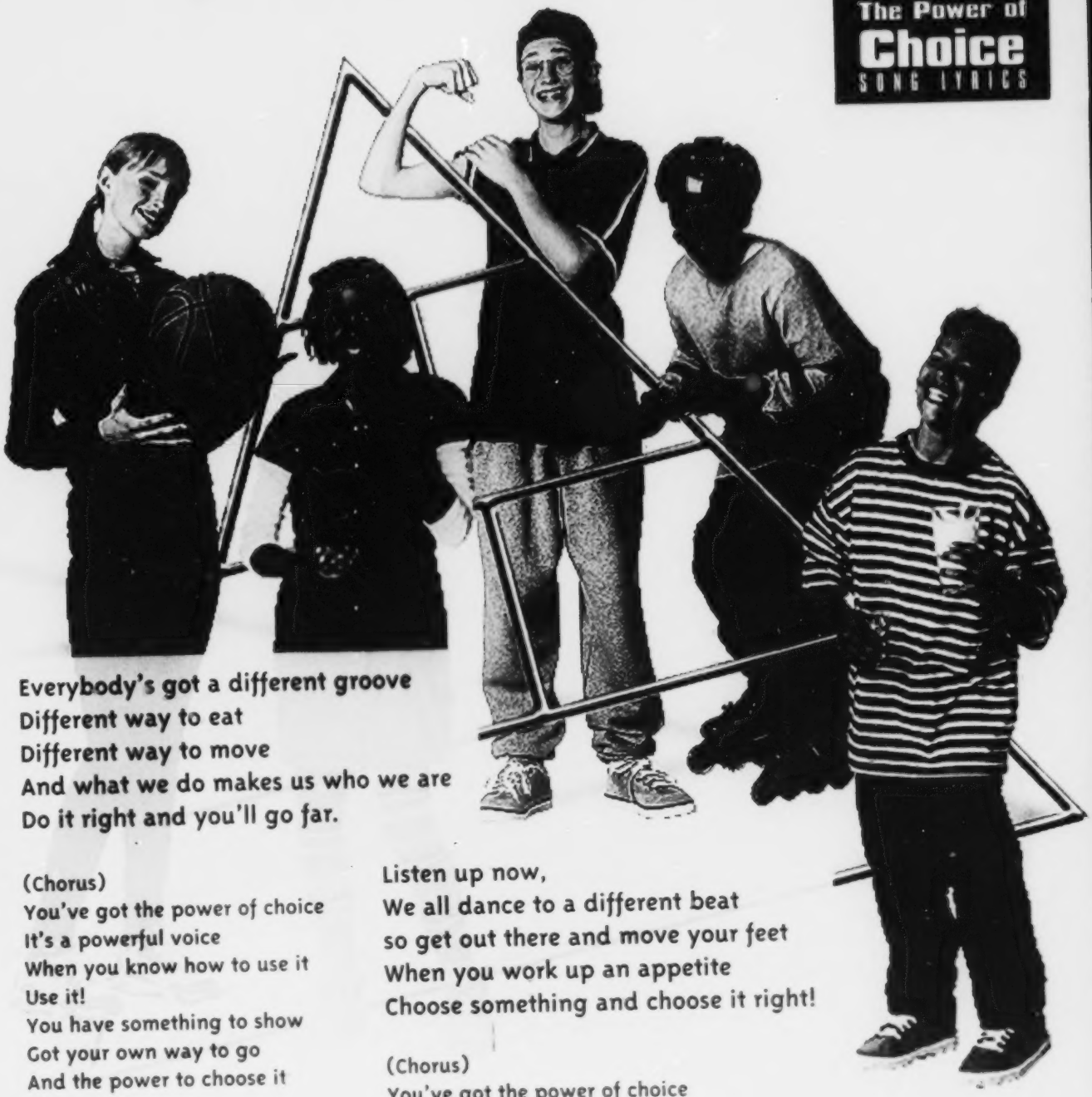
The Power of Choice
SONG LYRICS



Everybody's got a different groove
Different way to eat
Different way to move
And what we do makes us who we are
Do it right and you'll go far.

(Chorus)
You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!

Listen up now,
We all dance to a different beat
so get out there and move your feet
When you work up an appetite
Choose something and choose it right!

(Chorus)
You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!

You've got the power of choice
It's a powerful voice
When you know how to use it
Use it!
You have something to show
Got your own way to go
And the power to choose it
Choose it!

Advertise for Health!

Every day you see or hear dozens of advertisements. Now it's your turn to plan an attention-grabbing advertisement for health! Your overall goal: to encourage kids your age to make smart eating decisions, stay physically active, or both.

Using this think sheet, jot down your advertising plan. Be creative about getting the message out. And have fun!

■ Pick the theme.

What challenges do you and other teens face when it comes to smart eating or being active? Pick one challenge as the theme for your "ad for health."

■ Brainstorm your message.

What do you want kids to know, think, or do after seeing or hearing your advertisement? Check *yourSELF* Magazine for information.

■ Come up with a clever slogan.

Does the slogan fit the message? Is it simple and attention-grabbing? Pick your best idea.

■ Choose your medium.

How will you get your message across in a TV ad, magazine ad, or some other way?

Get started.

On a separate paper, develop your ideas. For example, write the script for your commercial, sketch your magazine ad or banner, or design a T-shirt. Use *yourSELF* Magazine as your fact checker. Attach your ad ideas to this think sheet.

Find your resources.

What materials do you need to make your ad? Where will you get them?

Do it!

When your plans are done, create your ad for health. Then prepare to show it to the whole group.

How did it rate?

How do you know if your ad for health was successful?

Media Madness I

We all have our favorite television programs, but have you ever thought about how what you see on television influences the choices you make in real life? Messages are given to us in many forms, not just commercials. How many healthful choices do you see your favorite television characters make during one episode? The program doesn't have to be about nutrition or physical activity. It may just show people eating or moving.

Choose a show.

Program name:

Watch it closely. List the images you see related to nutrition and physical activity below. How could this show have included more healthful choices?

Write it down.

Note the following information about your television program:

Plot or Story line:

Characters' physical activities:

Characters' names:

If the main characters are a family, does the family eat together?

Characters' food choices:

If the characters are about your age, do they make their own food choices?

Media Madness II

What if you could influence the choices your favorite characters make regarding healthful eating and physical activity? Well, your chance is here!

The following steps will help you rewrite an episode of your favorite television show to change the way nutrition and physical activity are shown. You may also decide to create an entirely new episode that features these topics. Jot down your notes in the space provided. Use your copy of *yourSELF* Magazine to help you with nutrition and physical activity facts and ideas for your script.

Brainstorm your message.

Decide how the television program could be changed in terms of nutrition and physical activity messages. (For example, instead of getting together to watch television after school, maybe the characters could have been shown playing a game outside.) What messages would you like to share?

Do it your way!

Adapt the script/storyline or create an entirely new episode. Create new scenes, new dialogue, and new stories. You can even introduce new characters if you choose. Be creative!

Show it off!!

Present your script to the class or, if your teacher agrees, act it out!

Create mySELF

Here's your chance to create your own magazine or newsletter. Use the information you learned from *yourSELF* and create your own versions about–you guessed it–YOU! Use pictures from other magazines, drawings, computer graphics, and other ideas to add life to your magazine.

Decide on your audience.

Whom do you want to read your magazine? Your friends, your younger brothers and sisters, your parents? Pick one audience for your magazine.

Pick a theme for your magazine.

What do you want your audience to know? Is there information from yourSELF you'd like to include? Is there information that wasn't in yourSELF you'd like your audience to know about? What do you want them to know about physical activity? Nutrition? Pick a theme so you can focus your articles on that theme.

Choose the types of articles you want to include.

Pick a few different ways to talk to your audience and include them in your magazine or newsletter. Some sections of your magazine or newsletter may include:

- letters to the editor about articles from yourSELF.
- a nutrition and physical activity advice column.
- pictures of the Food Guide Pyramid and foods from the Pyramid.
- school menus.
- advertisements.
- your own stories, similar to Derek's and Janine's.
- feature articles.
- photos of friends, family, interviewees, etc.
- research articles.
- interviews with food service personnel, faculty, friends, family, and community leaders

the possibilities are endless!

My magazine or newsletter will include the following sections:

■ Get started.

On separate paper, develop your ideas for topics your audience is interested in. If you want, work with some of your friends and decide who will create each article or column. Write the table of contents for your magazine.

■ Find your resources.

What materials do you need to create your magazine (computer graphics, pictures, art supplies, camera)? Whom do you need to interview (food service personnel, teachers, students, principal)? Jot down what you need.

■ Do It!

When you have finished planning, create your magazine! Conduct your interviews, write your articles, create your ads and prepare to show your magazine or newsletter to the whole class or group.

■ How did it rate?

Did your audience find it interesting? Did they learn something from your magazine?

Where It's At!

Part I

Every day you make choices about what you will eat. Options are all around you—at home, at school, at your favorite hangouts—even when you're "starving"!

Just what snack options do you have? Here's your chance to look around and find out. Assess your environment—at school, home, and any other place you like to eat. Write down what you find to snack on. As you do, list each option under its Pyramid food group.

Date:

Snack Options from the ...

	Bread Group	Vegetable Group	Fruit Group	Milk Group	Meat Group	Fats, Oils, Sweets	"Combo Foods"
■ At School...							
School cafeteria							
Vending machine							
School store							
Other _____							
■ At Home ...							
Refrigerator							
Freezer							
Cabinet							
■ Some Other Place ...							
Convenience store							
Fast food place							
Other _____							

Where It's At!

Part II

Now you know what your snack options are. These may—or may not— be all the food choices you need. Or maybe you just wish you could snack on something else. Or maybe you're just not making the most of the choices you do have.

This is your chance to put a plan in place to expand your food world, and to get the food group snacks you want or need. Once you have a "wish list" and a plan, you can take action to make change happen!

■ Consider Your Options.

Of all the options you have now, what snacks would you choose today or tomorrow? Check your "environmental assessment." Jot down the best-for-you choices—and make a note that tells why.

■ Make a Wish List.

What other snack options do you wish you had? Write them here as your "wish list." And jot down where they fit on the Food Guide Pyramid.

■ Plan for Change.

What strategies might you use to make your "wish list" come true ...
.... at home? ... at school? ... any other place?
Write your strategies.

■ Find Partners for Change.

Who can help you ...
.... at home? ... at school? ... any other place?

■ Make a Difference.

Now share your plan of action with your family, friends, teachers, and others who can help you make a difference. And together—do it!

yourSELF Nutrition Education Kit for Middle School Teachers

Dear Educator:

Please take a few minutes to complete this form, seal it with tape, and mail it (no stamp needed). Your response will help us evaluate the usefulness of this kit and revise it in the future. ***Thank you!***

What class(es) were these materials used in?

- Health
- Home Economics/Family Living
- Physical Education
- In several-through team teaching
- Science
- Other (please name) _____

Please rate each component of the Kit:

	More Useful			Less Useful		*Comments*
Teacher's Guide	5	4	3	2	1	
Opening Video	5	4	3	2	1	
Magazine	5	4	3	2	1	
Student Guide	5	4	3	2	1	
Closing Video	5	4	3	2	1	
Enrichment Activities	5	4	3	2	1	
Poster	5	4	3	2	1	

Do these materials support your curriculum requirements? yes no
If no, why not?

What changes would make this kit more useable for you?

What changes would make these materials more usable for your students?

U.S. DEPARTMENT OF AGRICULTURE
FOOD AND NUTRITION SERVICE
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FOLD HERE

92

PLEASE DO NOT STAPLE

PUT TAPE HERE

Errata

Please make the following correction
on the enclosed
yourSELF materials

in **each yourSELF** magazine
on page 8 *chart* - Meat Group
"How much is one serving?":

a serving is **1 egg**
(not 2 eggs)

This **same** correction is also needed in

each of the printed **Student Activity Guides**
on page 5

and the Duplication Master for the
Student Activity Guide
on page 5

FOOD AND NUTRITION SERVICE
US DEPARTMENT OF AGRICULTURE